







# Shepherd College

## State Normal School

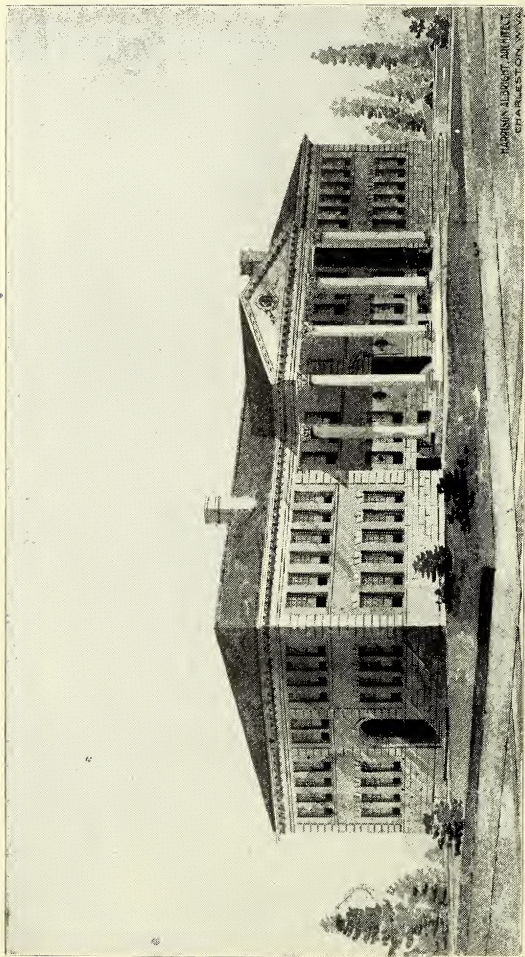
1902

2348









HARRISON ALDRIGHT, ARCHT.  
CHARLESTON, W. VA.

NEW SHEPHERD COLLEGE BUILDING.

THIRTIETH

ANNUAL CATALOGUE

OF

SHEPHERD COLLEGE


STATE NORMAL SCHOOL,

SHEPHERDSTOWN, JEFFERSON COUNTY, W. VA.,

FOR THE YEAR ENDING JUNE 18, 1902.



ANNOUNCEMENTS FOR 1902-1903.



SHEPHERDSTOWN :  
REGISTER PRINTING OFFICE.  
1902.



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# CALENDAR.

1902.

## COMMENCEMENT PROGRAM.

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Friday Evening, June 13—Bowman Recitation Contest.

Saturday Afternoon, June 14—Senior Class Day.

Saturday Evening, June 14—Inter-Society Contest.

Sunday Evening, June 15—Annual Sermon by Rev. Frank McDaniel, Orange, N. J.

Monday Evening, June 16—Address before the Literary Societies by Prof. W. P. Willey, West Virginia University, Morgantown, W. Va.

Tuesday, June 17—Alumni Day.

Wednesday Evening, June 18—Commencement.

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## FALL TERM—FIFTEEN WEEKS.

Wednesday, September 10—Term Begins. Enrollment of Students.

Friday, December 19—Term Ends. Vacation Sixteen Days.

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## WINTER TERM—ELEVEN WEEKS.

Monday, January 5—Term Begins. Enrollment of Students.

Friday, March 20—Term Ends.

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## SPRING TERM, ——— WEEKS.

Monday, March 23—Term Begins. Enrollment of Students.

———, June ———, Commencement.

## SCHOOL OFFICIALS.

### STATE BOARD OF REGENTS.

HON. THOMAS C. MILLER, - - - Charleston, W. Va.  
State Superintendent of Schools and President of the Board.

HON. WILLIAM M. STRAUS, Secretary, - Parkersburg, W. Va.

HON. IRA E. ROBINSON, - - - Grafton, W. Va.

HON. HARRY L. SNYDER, - - - Shepherdstown, W. Va.

HON. CLARK W. MAY, - - - - Hamlin, W. Va.

HON. HERSCHEL C. OGDEN, - - - - Wheeling, W. Va.

HON. E. L. DUNN, - - - Red Sulphur Springs, W. Va.

### LOCAL EXECUTIVE COMMITTEE.

J. S. FLEMING, Chairman.

HON. GEORGE M. BELTZHOVER, Secretary and Treasurer.

J. FRANK TURNER.

### COLLEGE TRUSTEES.

HON. GEORGE M. BELTZHOVER,  
Secretary and Treasurer.

W. N. LEMEN, ESQ.

Janitor, - - - - - James Washington.

## FACULTY.

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E. F. GOODWIN, A. B. L., A. B., Principal,  
(Fairmont State Normal School and West Virginia University,) *Psychology, Pedagogy, Physics, Chemistry.*

JOHN DEMENT MULDOON, First Assistant,  
(West Liberty State Normal School,) *History and Mathematics.*



HARRIET DALE JOHNSON, A. B.,  
(Denison University, Granville, O.,) *Latin and Greek.*

MARY E. MCCONN, L. I., B. L.,  
(West Liberty Normal School, Peabody Normal College, University of Nashville,) *French, Rhetoric, English Literature, Botany, Drawing.*

ANNA B. WOOLERY, B. L., M. M.,  
(Bethany College,) *German, Grammar, Geometry, Physiology.*

J. B. TRIPLETT,  
*Geology, Zoology, Physical Geography, Arithmetic.*

MARY WYVILLE SYME, B. E., B. O.,  
(National School of Elocution and Oratory, Philadelphia, Pa.,) *Voice Training and Physical Culture.*

A. SALOME WINGATE,  
*Piano, Organ, and Voice Culture.*



## .SHEPHERD COLLEGE STATE NORMAL SCHOOL.

### LOCATION.

Shepherdstown, the oldest town in West Virginia, known in the early history of the State as New Mecklenberg, is situated on the right bank of the Potomac River. It is ten miles from Martinsburg and the same distance from Harper's Ferry, and has a population of about 1,600.

The Norfolk & Western Railway passes through the town and makes connection with the main line of the Baltimore & Ohio Railroad at Shenandoah Junction, six miles south of Shepherdstown.

Mountains and rivers make the scenery of the surrounding country grand and picturesque. Various places of historic interest are within a radius of a few miles from town. From points near the school building may be seen several of the monuments on the Antietam Battlefield.

### HISTORY.

Shepherd College was opened as a "Classical and Scientific School," September, 1871.

February 27, 1872, the Legislature passed an act establishing in the College a "Branch State Normal School." This Normal Department was organized by the Regents, November 21, 1872; but owing to changes made in the law, work did not successfully begin until September, 1873.

For thirty years the school has been an important factor in the education of the youth of the Eastern Panhandle and adjoining counties, and closes the session of nineteen hundred and two with bright prospects for the future.

### PURPOSE.

The design of the Normal School is to prepare thorough, practical, conscientious teachers for the State, and to send students to higher institutions of learning.

This is done :

1. By giving thorough instruction in all the branches taught

in the public schools of the State.

2. By giving instruction in the theory and practice of teaching.

3. By giving instruction in Ancient and Modern Languages, Sciences, and Higher Mathematics.

Satisfactory evidence of the success of this work is found in the fact that a majority of the schools in this section are taught by Normal graduates who have proven themselves eminently qualified for their high calling, while a large number of our academic students have taken high standing in the colleges and universities of the land.

#### BUILDINGS.

The first building used by the school is known as Shepherd College. It was first occupied by the school in the year 1872 and has been in its use ever since. In 1896 the Normal building was erected and was first occupied in 1897. This building with its contents was totally destroyed by fire March 9, 1901. Since that time school has been held in Shepherd College building.

#### SHEPHERD COLLEGE HALL.

Adjoining Shepherd College is Shepherd College Hall. It was erected in 1889 and has a seating capacity of about six hundred. It is used for all commencement exercises, and during the year for indoor games, receptions, musicales, lectures and all exercises which require such a hall. Shepherd College Hall and Shepherd College are heated by hot water.

#### NEW NORMAL SCHOOL BUILDING.

The Board of Regents has now in course of erection the handsome building, the cut of which is seen elsewhere in the catalogue. The building, of buff brick and sand stone, will contain a large gymnasium, water, and all fixtures necessary for the comfort and cleanliness of the students.

The first floor will contain a large, well-lighted study hall, six large recitation rooms, reception room, reading room, principal's office, and ventilated cloak-rooms.

On the second floor will be found two society halls, three class rooms, and a large auditorium. All rooms will be well lighted and ventilated.

The building will be heated by steam. The boilers will be



placed outside the main structure in a building arranged for the purpose.

The water used will be pumped from a deep well on the grounds and carried to all parts of the building.

The grounds will be made beautiful and inviting. Flowers and shrubbery, trees, and everything to render them attractive will be supplied.

#### THE FACULTY.

It shall always be the aim of the present management of this school to secure for the heads of departments teachers of recognized ability, who have had special training for their respective lines of work. The makeshift policy of employing young and inexperienced teachers to give instruction in Normal Schools should not be countenanced. Not until recognized ability, proven by years of successful experience, good moral character, and a disposition to work in harmony, are chiefly considered in the employment of teachers, will any school of high order ever measure up to its capability of usefulness.

Location and existing conditions may to some extent determine the enrollment of a school, but when instruction is offered at a reasonable cost to students by capable instructors, according to modern methods of teaching, there will be no difficulty in securing patronage.

#### THE FACULTY AND STUDENTS.

Material conditions, except as they supplement the efforts of the true teacher, are of little consequence, however, and it is to the faculty the earnest student must look in making his determination in favor of any course of instruction. The teachers are competent and considerate; know the needs of the pupils from large experience in other fields; understand fully the conditions from which the clientage of the school is derived, and work faithfully to give the students the maximum of instruction in the time allotted for the course; and if, as is sometimes thought to be the case, the students work under high pressure, it is because of the earnestness of the teachers and the great anxiety of the great number of the students to make the most of their opportunities. The relations between students and faculty are cordial and treatment is mutually kind and considerate. Receptions are given from time to time through the year by teachers to students and

by students to teachers. The genuine good feeling and mutual appreciation manifested on these occasions is a source of gratification to all friends of the school.

#### DISCIPLINE.

The discipline of the school is made as simple as possible. Self-control is the ideal sought. Students are expected to do without compulsion what is required, and to reform voluntarily from all improprieties of conduct. The intelligent conception of duty and a quickened conscience will generally result in a cheerful, voluntary obedience. That government is best which seems to govern least.

Nothing less than regular attendance, good behavior, and hearty allegiance to all the interests of the school will be accepted as the condition of membership.

#### PUNCTUALITY.

All students are expected to attend the daily sessions of the school, sickness being about the only valid excuse. It shall be the aim of the faculty in arranging class work to accommodate those who live in the country and board at home, but no student will be permitted to enter class after the recitation has begun. This rule was made at the beginning of the Winter Term, 1902, and has done much toward securing promptness and regularity without which success in any undertaking would be limited.

#### APPOINTMENTS.

Application for appointments to the West Virginia State Normal School or to any of its branches must be made to the Superintendent of Free Schools of the county in which the applicant resides. Male pupils must not be less than fourteen years of age, and female pupils not less than thirteen years of age.

Applicants in writing to the County Superintendent should state clearly the name of the school to which they desire to be appointed. The appointment, when received, entitles the holder to free tuition in either the Normal or Academic Department of the school to which it is directed.

#### TIME TO ENROLL.

The best time to enroll is on the first day of the fall term. It has been the experience of most students that ten consecutive

months' work is more beneficial than twenty months taken irregularly. It will pay any student to borrow enough money to take a year or two years, or even the entire course, rather than depend upon completing by snatching spring terms here and there. By the spring term system it will take twelve years to complete the course, supposing the student never fails on a branch. By the full year system he can have eight of those years to repay the money needed for the expenses of the first four, and have also to assist him the training and knowledge acquired by four years of careful work. Not only this, but it is safe to assert that the student who has completed the Normal course by four consecutive years of work will be very far in advance of his ten-year brother.

#### EXPENSES.

This school is supported by the State of West Virginia, as stated above. No tuition is charged appointed students in either Normal or Academic department. The only charge is \$1.50 a term—called the Incidental Fee, payable in advance.

The following table exhibits a careful estimate of all necessary expenses of a student for a year of forty weeks :

Board, ten months, at \$8 to \$10 a month . . .	\$80.00 to \$100.00	
Incidental Fees . . . . .	4.50	“ 4.50
Books and Stationery . . . . .	8.00	“ 15.00
	<hr/>	<hr/>
	\$92.50	“ \$119.50

#### TEXT BOOKS.

New Text Books are furnished students by school at cost. Second-hand books are bought and sold at cost, which varies from one-half to one-fourth the price of a new book, according to the condition of the book. This means a great saving to our students in the cost of text books.

#### BOARDING.

The faculty will allow students to board only at such places as they shall deem proper.

The comfort and welfare of the student is considered.

Persons with whom students board will carry out such instructions as the Faculty may from time to time consider necessary for the good government of the students.

Crowding a large number of students into small rooms, or the overcrowding of large rooms, will not be allowed. The health of the student must be considered.

Boarding, room, fuel, light, &c., can be obtained in the country at \$10 per calendar month, or in town at from \$10 to \$12 per month—two persons occupying one room. Where the student wishes to occupy a room alone, \$12 to \$15 is asked. •

Washing costs from \$1 per month up to the prices of the city laundries. Laundries are within easy reach.

It is best for new students to write the Principal in regard to boarding. A failure to comply with this request oftentimes causes unnecessary trouble. New students should, upon arrival, report to the Principal.

Persons desiring to furnish boarding and rooms to students must submit rates for the same to the Principal.

Different sexes must not board at the same house except by consent of the Faculty.

#### RELIGIOUS INFLUENCES.

This Normal School is a free State school, and therefore under the control of no sect or denomination. It throws around its students, however, the most refined and enlightened moral influences, and seeks to develop the highest ethical and religious standards.

Students are encouraged to attend the services of the churches in town, of which there are seven having regular service, Lutheran, Episcopal, Presbyterian, Catholic, Reformed, M. E. South and M. E. Some of these have earnest members in the faculty, and the students of nearly every faith have full opportunity to observe all the religious requirements of their several churches.

All students are required to attend chapel exercises every day. The order of service consists in opening hymn, Bible reading, roll call, announcements, and closing hymn. As a school we wish to express our thanks to the ministers of the town who occasionally conducted these services.

#### A CHANGE IN RECITATION SCHEDULE.

At the beginning of the Winter Term, 1902, a change was made in the Recitation Schedule, which meets the approval of the faculty and students. School opens at 8.40 A. M., but students are

not required to come to the building until their first recitation, unless chapel exercises, which are at 10 o'clock, come before their first class. Students are permitted to go directly home after their last class for the day, provided they remain in their rooms until the close of the recitation periods for the day.

#### MONTHLY GRADES.

At the close of every school month the average recitation grades of each student are posted in the study hall. These grades are watched anxiously by the students and are productive of good results. This school is a place for work. The idler has no business here and will soon drop out for want of congenial companionship.

#### REPORTS.

It has been the custom at the close of each term to send to the parents, or guardians of minors, reports of the student's standing in various classes. We expect to continue this custom. These reports may be helpful and stimulating. It is certainly advantageous to parents and to teachers, as well as to students, to have an accurate record of the latter's standing from time to time.

#### RECORD OF STUDENTS.

A record of each student's standing in recitation and written examination is kept, and his fitness to pass to more advanced work in each line is determined by the combined average of his class standing and written examinations. The progress of each student is carefully watched by the faculty. A thorough knowledge of the subject taught is required before a Certificate of Completion will be granted. Earnest, diligent work is expected from every student who enrolls as a member of this school.

#### CREDIT FOR WORK DONE ELSEWHERE.

This school will give credit for work done in the other Normal Schools of the State. A certificate of completion on any branch admits the possessor to advanced work without examination. The Normal diploma of State Normal Schools has been accepted in seventeen States of the Union, and certificates to teach granted without examination.

## DEMAND FOR TEACHERS.

The demand for trained teachers is growing constantly. While a large percentage of those who obtain certificates upon examination remain unemployed, the graduates of the Normal Schools seldom fail to secure good positions, and their work is coming to be recognized more and more every day.

During the past year more applications were made to this school for teachers than could be filled.

## AN EXPLANATION.

The State Normal Schools of West Virginia are six in number and are located at Huntington, Fairmont, Glenville, West Liberty, Athens, and Shepherdstown. They are under the control of a State Board of Regents, seven in number, of which the State Superintendent of Schools has always been chosen president. The courses of study are the same for all Normal Schools of the State.

## APPARATUS.

This school is supplied with modern apparatus for the most successful instruction in the branches taught. This apparatus includes maps, charts and globes, a valuable collection of minerals and metals for class in geology, physiological and botanical models, good physical and chemical laboratory, microscope, projection lantern, etc.

## THE LIBRARY.

The library contains about two thousand volumes, and additions are constantly being made. The books have been carefully selected with a view to the special needs of the school.

Students have free access to the library for reference and study. Books may be taken from the library for home use if returned in two weeks.

The library is completely catalogued with a card catalogue, alphabetically, both by authors and by titles, in accordance with the Dewey Decimal System. The librarian and teachers also give special help to pupils in the use of the library.



## READING ROOM.

The following periodicals are on the reading table :

## QUARTERLY.

The Quarterly Journal of Economics.

## MONTHLY.

Harper's Magazine,	St. Nicholas,
The Forum,	Century Magazine,
Success,	Arena,
Review of Reviews,	Current History,
School Review,	McClure's Magazine,
West Virginia School Journal,	Educational Monthly,
Perry Magazine,	Ladies' Home Journal,
Bookman,	The World's Work,
Werner's Magazine,	Etude (Musical),
Normal Instructor,	Atlantic Educational Journal,
	*American Education.

## WEEKLY.

Harper's Weekly,	*Harper's Ferry Sentinel,
Leslie's Weekly,	*Shepherdstown Register,
Literary Digest,	*Romney Times,
The Nation,	*Morgan Messenger,
New York School Journal,	*Spirit of Jefferson,
The Independent,	
Scientific American.	

## DAILY.

The Baltimore Sun.  
The Philadelphia Press.

The publishers of the papers and magazines marked by a star send complimentary copies, for which thanks are herewith returned.

The exchange list of THE PICKET, the school paper, also finds its way to the tables.

## LITERARY WORK.

There are two well organized literary societies in this school of one of which every student is a member—the Parthenian and the Ciceronian.

The regular meetings are held Friday afternoon from 2.40 to 3.20. They are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberative bodies, to give an impetus to literary investigation, and to develop a talent for literary work.

This is pre-eminently one of the most essential features of our college work, proposing, as we do, to send out young men who shall direct the affairs of public life in every profession and vocation, and young women who shall adorn and elevate any society in which they may live. Much interest is manifested at the inter-society contest which takes place one evening of commencement week.

The Contest Program for Saturday evening, June 14, 1902, is as follows:

## Parthenian.

1. Debate—Affirmative,  
Walter C. McDonald,  
Frank H. Garrott.

Question: *Resolved*, That the Annexation of Cuba to the United States is Desirable.

2. Oration,  
Edgar W. Halleck,  
*Our Heritage*.

3. Declamation, 2nd Year,  
Sada E. Snyder,  
*A Royal Princess*.

4. Declamation, 1st Year,  
J. Lester Miller,  
*The Honor of the Woods*.

## Ciceronian.

1. Debate—Negative,  
Carroll A. Engle,  
M. K. Rightstine.

2. Oration,  
Almira Marten,  
*A Grecian Story*.

3. Declamation, 2nd Year,  
Louise Anna Snyder,  
*Mice at Play*.

4. Declamation, 1st Year,  
Margaret Winning,  
*Nydia—The Blind Girl*.



The  
SENIOR  
CLASS

1902



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### EXTEMPORANEOUS SPEAKING SOCIETY.

This society was organized about two years ago and has for its object the cultivation of the art of extemporaneous speaking. The regular meetings are held in the school building every Friday evening. Only young men may become members of this society.

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### THE SHEPHERD COLLEGE PICKET.

The Shepherd College Picket is a sprightly, well-edited school paper, published the last Thursday of every month during the school year. It has for its motto "To interest all in our affairs," and affords much practical literary work for students who belong to the staff of editors or write for its columns. This journal has reached its seventh year of usefulness without missing a single issue. We take this means to thank our friends, the alumni, students, and business men, whose liberal support in different ways has made the existence of THE PICKET possible in the past and ask a continuance of such favors in the future.

### MUSICAL CLUBS.

#### 1. CHORAL UNION.

The Choral Union is composed of a large part of the student body. It is the privilege of the entire school to join this chorus. The work is given free of charge to all. Students are given some idea of tone production, phrasing and tone color. Choruses by classic as well as modern composers are used.

#### 2. GLEE CLUB.

The best voices of the school are selected for this club. It has rendered good service to the school in the past by furnishing music for entertainments and commencement. The director of music is very anxious to organize two glee clubs next year, one exclusively of male voices and the other of female voices.

#### 3. QUARTETS.

The ladies' vocal quartet and a piano quartet have been valuable additions in the music line this year.

#### 4. MANDOLIN AND GUITAR CLUB.

Under the direction of Mr. Muldoon this club has become a potent factor in school life. The music furnished on different occasions has called forth much applause from appreciative audiences.

#### 5. SHEPHERD COLLEGE ORCHESTRA.

Several members of this school in conjunction with some of the citizens of the town have formed this musical organization, which promises to become a valuable acquisition to music circles. The school furnishes instruments and in other ways encourages the organization.



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### LECTURES.

We are planning to bring among us the coming year a number of lecturers of national reputation. At a small cost to each student we hope to combine the advantages of cheap living, quietness for study, and absence of evil influences in a small town with the advantages of high grade entertainments in the city.

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### LOCAL PRIZES.

As incentives to better work in the different departments the friends of the school this year offered the following prizes:

1. A Gold Medal by Regent H. L. Snyder to the best all-round student in the school.
2. A set of Hudson's Shakespeare, 20 volumes, by Mr. Stewart H. Bowman, to the student winning the most points in a Recitation Contest.
3. A banner offered by Mr. J. D. Muldoon to the champions in Basket Ball. This was won by the Eagles.

It would not be amiss for those interested in education to assist us by offering similar prizes for special merit along other lines.

### INTER-NORMAL SCHOOL PRIZES.

The school has been very successful in the Inter-Normal contests held each year.

In the contest of 1899, at Parkersburg, Mr. Lewin Kibler won second prize.

In the contest of 1900, at Clarksburg, Miss Katharyn Donley won first prize. At the same time and place Mr. Charles Reinhart won first prize in a contest among the Normal Schools for the best oration on the subject "Equal Suffrage."

In the contest of 1901, at Charleston, Mr. Herbert C. Miller won second prize.

In the contest of 1902, at Grafton, Mr. Eugene Barnhart won third prize.

## ATHLETICS.

### GYMNASIUM.

This school has a gymnasium equipped with chest machines, parallel bars, flying rings, dumb bells, Indian clubs, etc. Under the supervision of an instructor of the school, students are given free use of the department. The new building, when completed, will contain an up-to-date gymnasium supplied with modern apparatus.

### BASKET BALL.

Much interest was taken in Basket Ball this year. The contest games were enjoyed by all. The banner offered to the championship team by a member of the Faculty was won by the Eagles.

### BASEBALL.

Baseball furnishes exercise for the boys during the Fall and Spring Terms. A good team was organized this year which played several games with teams of other colleges in West Virginia, Maryland and Virginia.

### CROQUET.

The Girls' Croquet Club was organized the Spring Term, and much interest was taken in this sport by many of the students. The school furnishes croquets, grounds, etc.

### TENNIS.

Through the kindness of Mr. H. C. Getzendanner, of Charles Town, the lovers of tennis were donated the use of grounds near the school building. Many pleasant evenings were spent on these grounds this year.

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LATE IMPROVEMENTS.

There have been purchased for the use of the school this year :

Two new pianos.

One clarinet and one cornet for Shepherd College Orchestra.

Complete physical apparatus cabinet.

Chemical set and apparatus.

Geological cabinet containing 195 specimens from different parts of the world.

Set of Relief maps.

Anatomical chart.

Projection lantern and five dozen slides.

Celestial globe, large size.

Lunar-tellurian globe.

Three hundred books for the library.

The new school building in process of erection, when completed, will be the best Normal School building in the State.

## EDITORS AND PUBLISHERS.

We wish to express our thanks to editors and publishers throughout the Eastern Panhandle for favorable mention of our school in their columns. The generosity manifested by many in placing copies of their papers on file in the Reading Room of the school has been thoroughly and gratefully appreciated.

## COUNTY SUPERINTENDENTS.

We take this opportunity to thank the county superintendents of the Eastern Panhandle for their co-operation in the past. We hope to merit these favors in the future. This school is yours. It belongs to no county, but to the people of the State. A word from you when you visit your teachers may influence them to come to this school. We hope you may recommend to them the Normal School in their own district, than which, we believe, there is not a better in the State.

## VISITORS.

This school is always open to the public. Parents and guardians are cordially invited to visit it often, and learn what it attempts to do.

School committees, superintendents and teachers are espe-

cially invited to visit the school and make themselves familiar with its work. They will be welcome at all times, and for any length of time.

#### ALUMNI.

This association now numbers 295 members. It holds a regular meeting and banquet each year one day of commencement week.

It is confidently believed that all graduates of the school will manifest a lively interest in its welfare. Their influence on the school is plainly seen and will doubtless increase. The Faculty desires to be informed of the success of the graduates and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each one who has been graduated from the Normal School. Any change in residence or occupation, if made known, will be properly reported. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

#### OUR PEOPLE.

The good people of Shepherdstown take great interest in this school. They are noted for hospitality, culture and refinement. You will find them courteous and kind, ever anxiously looking after the welfare of students who come here to school and make their home among them.

If you live near the B. & O. R. R., buy your ticket to Shenandoah Junction, which is six miles south of Shepherdstown, on the N. & W. Railway. As the connection on this railroad is not very good, it would be advisable for you to notify the Principal of your coming that he may make arrangements that will save you a few hours' delay. Address E. F. GOODWIN, Principal, Shepherdstown, Jefferson County, W. Va.

## THE NORMAL COURSE.

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The design of the Normal School is to aid young men and women in their special preparation for teaching. The advantage of trained teachers is appreciated more every year by the people of the State. Knowing this, those in charge of the Normal Schools are making every effort to prepare their students thoroughly both in subjects to be taught in the schools of the State and in the methods of teaching.

At the same time, it is fully realized that those who are to have the training of the young in charge must have high ideals of moral character. These ideals must be true, living models of the highest type of men and women which can be produced at the time. These ideals must inspire the teacher to live them before his pupils and the world.

The student must be aided in forming good habits of study and thought.

He must be taught to be a student of children and to put to practice the information gained. He must learn to rely upon himself.

### THE COURSE OF STUDY.

The course of study has been arranged to meet the wants of those who are preparing to teach. It has been enlarged until it is equal to the courses of other schools of the same grade. Examination will show that due consideration has been given the different divisions of study. It has been the aim to keep the course well balanced as to mathematics, literature, language, history, and the sciences. These continue in regular gradation, each year developing the subject farther.

During the last year a great deal of time is given to work which pertains to the profession of teaching. In the training course the student reviews the branches taught in the public schools of the State and studies the methods of teaching the same. He is also given regular work in teaching and in this way gains experience in the management of classes. The teaching is done under the supervision of a member of the Faculty. The value of this year's work has proven itself in those who have taken it.

No student of average ability who has been well grounded in the common schools need fear his ability to complete the work in the time prescribed.

The preparation necessary to enter this course is a fair knowledge of the principal studies embraced in the common school course.

Except by special permission of the faculty, no student will be permitted to pursue more than five regular studies at one time.

Education does not consist alone in the number of facts learned and remembered, though the importance of this should not be underestimated. A well rounded and thoroughly developed mind should be the aim of every student. This cannot be obtained by rushing through the course with a view merely to passing examinations. The feeding of the mind, like the feeding of the body, must be accomplished with a decent regard for the time necessary to digestion. Mental dyspepsia is more dangerous than the physical form of that disease.

#### GRADUATION.

The Board of Regents will confer upon those who complete the Senior Year, with an average standing of 80 per cent, and not below 75 per cent on any one branch, a Normal Diploma, with the title of Normal Graduate.

#### TUITION.

The rates of tuition for students not residents of the State shall be as follows :

Normal Course, per year . . . . .	\$20 00
Incidental expenses for each student, per session or fraction thereof. . . . .	1 50

Students of West Virginia pay no tuition.

#### NORMAL DIPLOMAS.

To receive a Normal Diploma the student must complete the full Normal Course, and must have a standing of 80 per cent. These diplomas entitle the holder to a second-class certificate upon the following conditions: The State Board of Examiners issues two classes of certificates: first-class for twelve years, sec-



ond-class for six years. "The second-class certificate shall be issued, upon application, without examination, to the graduates of the State Normal School and its branches, and of the State University, when said graduates shall have presented to the Board satisfactory evidence that they have taught successfully three years in the State under a number one county certificate; two of said three years shall immediately precede the application for such certificate." Such certificates shall be equivalent to a number one county certificate granted by a County Board of Examiners, and shall be valid in any school district in the State.

NOTE.

At a meeting of the Principals of the Normal Schools at Grafton, W. Va., April 5, 1902, a few changes in text books, the courses of study, and rules and regulations were considered advisable, and such recommendations made to the Board of Regents. Up to the time of going to press, these recommendations have not been acted upon by the Board of Regents, therefore no material changes will be reported in this catalogue.

# NORMAL COURSE.

## SCHEDULE OF SUBJECTS.

### PREPARATORY.

Arithmetic— <i>Milne</i> .....	3 terms
Geography .....	2 terms
Grammar .....	3 terms
Bookkeeping— <i>Bryant and Stratton</i> .....	1 term

### FIRST YEAR.

Mental Arithmetic— <i>Brooks</i> .....	1 term
Algebra—High School— <i>Milne</i> .....	2 terms
English—Higher Lessons— <i>Reed &amp; Kellogg</i> .....	2 terms
English Grammar— <i>Reed &amp; Kellogg</i> .....	1 term
U. S. History— <i>McMaster</i> .....	1 term
English History— <i>Montgomery</i> .....	1 term
General History— <i>Swinton</i> .....	1 term
Physical Geography— <i>Davis</i> .....	1 term
Music— <i>Vocal</i> .....	1 term
Physiology— <i>Overton</i> .....	1 term
Drawing.....	1 term

### SECOND YEAR.

Algebra—High School— <i>Milne</i> .....	1 term
Algebra—Academic— <i>Milne</i> .....	2 terms
Grecian History— <i>Botsford</i> .....	1 term
Roman History— <i>Morey</i> .....	1 term
Latin—First Year— <i>Smiley &amp; Storke</i> .....	3 terms
Zoology— <i>Holder</i> .....	1 term
Geology— <i>Le Conte</i> .....	1 term
Astronomy— <i>Young's Lessons</i> .....	1 term
Rhetoric— <i>Quackenbos</i> .....	3 terms

### JUNIOR YEAR.

Theory and Practice— <i>Page</i> .....	1 term
Civics— <i>Willoughby</i> , and Constitution of U. S. and State.....	1 term
Botany— <i>Wood</i> .....	1 term
Geometry—Plane and Solid— <i>Milne</i> .....	3 terms
Literature—English and American— <i>Painter and Hawthorne</i> & <i>Lemon</i> .....	3 terms
Latin—Second year .....	3 terms
Economics— <i>Laughlin</i> .....	1 term
History of Education— <i>Compayre</i> .....	1 term

## SENIOR YEAR.

Ethics— <i>McKenzie</i> .....	1 term
Psychology— <i>Halleck</i> .....	2 terms
Pedagogy— <i>Boyer</i> .....	1 term
Trigonometry— <i>Crockett</i> .....	1 term
Logic— <i>Davis</i> .....	1 term
Physics— <i>Avery's Elements</i> .....	2 terms
Chemistry— <i>Storer and Lindsay</i> .....	1 term
Teachers' Training Work .....	3 terms

Orthography, Reading and Composition throughout the Course.

## THE NORMAL COURSE.

## SCHEDULE BY TERMS.

## PREPARATORY.

## FALL TERM.

Arithmetic.  
Geography.  
Grammar.

## WINTER TERM.

Arithmetic.  
Geography.  
Grammar.

## SPRING TERM.

Arithmetic.  
Book-keeping.  
Grammar.

## FIRST YEAR.

Mental Arithmetic.  
English.  
U. S. History.  
Physical Geography.

Algebra.  
English.  
English History.  
Drawing.

Algebra.  
English Grammar.  
General History.  
Music.  
Physiology.

## SECOND YEAR.

Algebra.  
Rhetoric.  
Grecian History.  
Latin.  
Zoology.

Algebra.  
Rhetoric.  
Roman History.  
Latin.

Algebra.  
Rhetoric.  
  
Latin.  
Geology or Astronomy.

## JUNIOR YEAR.

Civics, and Constitution  
—U. S. and State.  
Geometry.  
American Literature.  
Latin.  
History of Education.

Geometry.  
English Literature.  
Latin.  
Economics.

Botany.  
  
Geometry.  
English Literature.  
Latin.  
Theory and Practice.

## SENIOR YEAR.

Psychology.  
Trigonometry.  
Physics.  
Teachers' Training  
Work.

Psychology.  
Logic.  
Physics.  
Teachers' Training  
Work.

Pedagogy.  
Ethics.  
Chemistry.  
Teachers' Training  
Work.

## Academic Department.

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This department was added by the Board of Regents in 1885 and is intended to prepare students to enter West Virginia University or institutions of similar rank.

### ADMISSION.

Students are admitted to this in the same manner as to the Normal course.

### COURSE OF STUDY.

The course of study has been arranged similar to that of the best preparatory schools of the country. It requires four years for its completion. Those who have completed this course of study have been able to pursue successfully their studies at higher schools. They have been able to take their places in the classes and make for themselves a good record.

Students are no longer able to pursue both Academic and Normal courses at the same time. Either course requires all the time of the student.

### GRADUATION.

The State Superintendent of Free Schools is authorized to issue to the student completing the course a diploma which will be received at the State University as equivalent to its Preparatory Course. That allows him to enter the University classes.

No student falling below a class standing (including examinations) of eighty per cent shall be entitled to a diploma.

### TUITION.

Students from West Virginia pay no tuition in any of the courses.

Students from other States will be charged at the following rates :

Academic department per year . . . . .	\$20 00
Incidental expenses for each student per term . . . . .	1 50

By comparing the rates here named with those of other schools it will be seen that they are very low.

# Academic Course,

## SCHEDULE OF SUBJECTS.

### PREPARATORY.

Arithmetic— <i>Milne</i> .....	3 terms
Geography.....	2 terms
Grammar.....	3 terms
Bookkeeping— <i>Bryant and Stratton</i> .....	1 term

### FIRST YEAR.

Mental Arithmetic— <i>Brooks</i> .....	1 term
Algebra—High School— <i>Milne</i> .....	2 terms
English—Higher Lessons— <i>Reed and Kellogg</i> .....	2 terms
English Grammar— <i>Reed and Kellogg</i> .....	1 term
U. S. History— <i>McMaster</i> .....	1 term
English History— <i>Montgomery</i> .....	1 term
General History— <i>Swinton</i> .....	1 term
Physical Geography— <i>Davis</i> .....	1 term
Music— <i>Vocal</i> .....	1 term
Physiology— <i>Overton</i> .....	1 term
Drawing.....	1 term

### SECOND YEAR.

Algebra—High School— <i>Milne</i> .....	1 term
Algebra—Academic— <i>Milne</i> .....	2 terms
Grecian History— <i>Botsford</i> .....	1 term
Roman History— <i>Morey</i> .....	1 term
Latin—First Year— <i>Smiley and Storke</i> .....	3 terms
Zoology— <i>Holder</i> .....	1 term
Geology— <i>Le Conte</i> .....	1 term
Astronomy— <i>Young's Lessons</i> .....	1 term
Rhetoric— <i>Quackenbos</i> .....	3 terms

### JUNIOR YEAR.

Geometry—Plane and Solid— <i>Milne</i> .....	3 terms
Greek—First Year— <i>White</i> —or } .....	3 terms
German—First Year, }	
Latin—Second Year—or } .....	3 terms
French—First Year, }	
Literature—English and American— <i>Painter and Hawthorne and Lemon</i> .....	3 terms
Civics— <i>Willoughby</i> , and Constitution of U. S. and State.....	1 term
Botany— <i>Wood</i> .....	1 term

## SENIOR YEAR.

Physics— <i>Avery's Elements</i> .....	2 terms	
Chemistry— <i>Storer and Lindsay</i> .....	1 term	
Greek—Second Year—or	}.....	3 terms
German—Second Year,		
Latin—Third Year—or	}.....	3 terms
French—Second Year,		
Trigonometry— <i>Crockett</i> .....	1 term	
Modern History—( <i>Text to be selected</i> ).....	1 term	
Mediaeval History—( <i>Text to be selected</i> ).....	1 term	

Orthography, Reading and Composition throughout the Course.



## THE ACADEMIC COURSE.

### SCHEDULE BY TERMS.

#### PREPARATORY.

##### FALL TERM.

Arithmetic.  
Geography.  
Grammar.

##### WINTER TERM.

Arithmetic.  
Geography.  
Grammar.

##### SPRING TERM.

Arithmetic.  
Book-keeping.  
Grammar.

#### FIRST YEAR.

Mental Arithmetic.  
English.  
U. S. History.  
Physical Geography.

Algebra.  
English.  
English History.  
Drawing.

Algebra.  
English Grammar.  
General History.  
Music.  
Physiology.

#### SECOND YEAR.

Algebra.  
Rhetoric.  
Grecian History.  
Latin.  
Zoology.

Algebra.  
Rhetoric.  
Roman History.  
Latin.

Algebra.  
Rhetoric.  
  
Latin.  
Geology or Astronomy.

#### JUNIOR YEAR.

Geometry.  
Greek or German.  
Latin or French.  
American Literature.  
Civics, and Constitution  
—U. S. and State.

Geometry.  
Greek or German.  
Latin or French.  
English Literature.

Geometry.  
Greek or German.  
Latin or French.  
English Literature.  
Botany.

#### SENIOR YEAR.

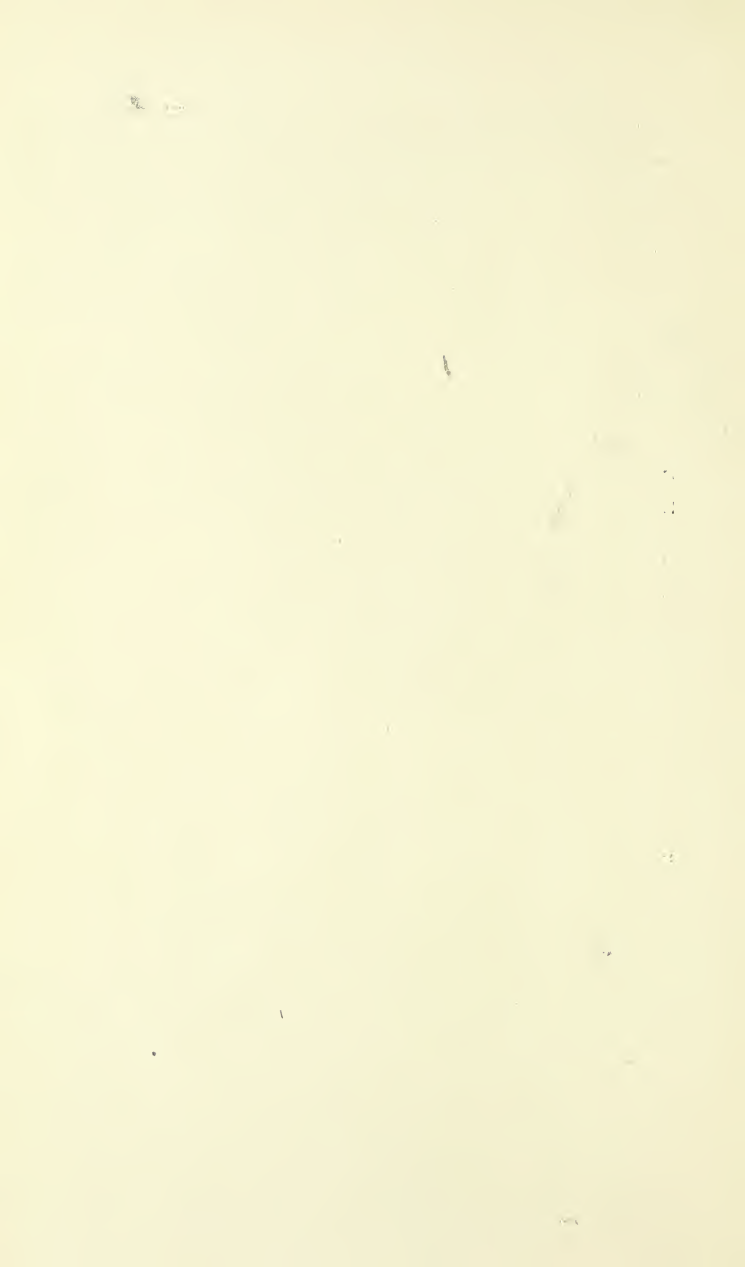
Physics.  
Latin or French.  
Greek or German.  
Trigonometry.

Physics.  
Latin or French.  
Greek or German.  
Mediaeval History.

Chemistry.  
Latin or French.  
Greek or German.  
Modern History.



THE MANDOLIN AND GUITAR CLUB.



## REQUIREMENTS IN ENGLISH.

*For Graduation in Either the Normal or Academic Course.*

### FOR READING.

Carlyle's Essay on Burns,	- - - - -	1903-1905.
Coleridge's Ancient Mariner,	- - - - -	1901-1905.
Cooper's Last of the Mohicans,	- - - - -	1901-1902.
George Eliot's Silas Marner,	- - - - -	1901-1905.
Goldsmith's Vicar of Wakefield,	- - - - -	1901-1905.
Lowell's Vision of Sir Launfal,	- - - - -	1901-1905.
Pope's Iliad. Books I., VI., XXII., XXIV.,	-	1901-1902.
Scott's Ivanhoe,	- - - - -	1901-1905.
Shakespeare's Julius Caesar,	- - - - -	1903-1905.
Shakespeare's Merchant of Venice,	- - - - -	1901-1905.
The Sir Roger de Coverley Papers,	- - - - -	1901-1905.
Tennyson's The Princess,	- - - - -	1901-1905.

### FOR STUDY.

Burke's Speech on Conciliation with America,	-	1901-1905.
Macaulay's Essays on Milton and Addison,	-	1901-1905.
Milton's L'Allegro, Il Penseroso, Comus, etc.,	-	1901-1905.
Shakespeare's Macbeth,	- - - - -	1901-1905.

NOTE.—The figures represent the years in which a book will be required. Years included between the first and last named are also included in the requirements. This course coincides exactly with the requirements for entrance to all first-class American Colleges.

## DEPARTMENT REPORTS.

### DEPARTMENT OF ENGLISH.

Following are the courses\* offered by this department :

- |                               |           |                        |
|-------------------------------|-----------|------------------------|
| 1. Orthography,               | - - - -   | Throughout the course. |
| 2. Reading and Composition,   | -         | Throughout the course. |
| 3. Higher Lessons in English, | - - - -   | 2 courses.             |
| 4. Grammar,                   | - - - - - | 1 course.              |
| 5. Rhetoric,                  | - - - - - | 3 courses.             |
| 6. Literature,                | - - - - - | 3 courses.             |

#### ORTHOGRAPHY.

Spelling is taught throughout the course. If this branch is neglected in the preparatory work it will seldom be corrected. The spelling book is used, as it is better to have some definite work than to depend upon lessons selected without system.

In the first year special attention is given to the form and pronunciation. This necessitates the use of oral and written methods. By the written method the pupil acquires the correct form of words; by the oral, the correct pronunciation. Attention is given to the diacritical marks that the dictionary may be used intelligently. The principal rules of spelling are learned as an aid to the pupil.

After the student has become familiar with the correct forms and pronunciation of words he is taught to analyze the same. The roots and their meanings are studied until he is able to separate words into their parts readily.

#### READING.

The design of this course is not only to bring before the student some of our best and most interesting literature, but also to teach him to read carefully and closely, to enable him to recognize merit, and to cultivate in him a taste for the best authors.

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\*A course means the work done in one branch in one term.

Each class in this course is under the personal supervision of a member of the Faculty, and from time to time tests, involving some knowledge of the author's life, rank, works, material, and manner of dealing with it, are given to find what the student has gained from the work, and to assist him in concentrating his material in composition.

The productions for critical study, being given in connection with the Literature course, affords ample opportunity for the student to read closely, discuss carefully, and to develop his own originality and individuality in criticism and literary invention.

On another page will be found the requirements in English, for admission to American Colleges, which will be used in this course.

#### COMPOSITION.

In the preparatory year this subject is taught in connection with the English Grammar.

In the first year the student begins the work with a text as a guide. The exercises of the text used are, 1 to 19, 27, 28, 29, 33 and 34. These exercises call for the finding of material and writing in narrative and description.

The second year the subject is taught in connection with Rhetoric.

In the third year, exercises 20 to 27, 30, 31, 35 to 46, 52 to 54, and 56 are used. These call for practice in description, narration and description combined, composition based on reading and thought, some argumentation. In the fourth year argumentation is continued in debate, inductive and deductive reasoning and persuasion. The members of the fourth year class are given practice in writing and delivering orations. Text: Newcomer.

#### LANGUAGE.

We believe that a thorough study of the English language and a thorough knowledge of its construction is necessary before the student is fitted to proceed with the more advanced work of the course. Reed & Kellogg's Higher Lessons in English is the text used. It begins with the simple sentence and proceeds to the complex and compound forms by regular gradation, illustrating each step by diagram. Copious examples for the exercise of the ingenuity of the student are given, and much black-board work is required. On the completion of this branch one



term's work will be given in the study of Reed & Kellogg's Grammar.

#### RHETORIC.

In this course the work begins with an analytical study of the sentence, and about it as a unit of style is developed the paragraph as the unit of discourse, and later the whole composition. By giving special attention to the elementary principles of style, with continued practice in composition, the student is encouraged to express his ideas in a correct form and in the clearest English that is most expressive of his individuality. He is also taught to recognize and practice the different forms of discourse.

#### LITERATURE.

The chief aim is to give the student some knowledge of our parent language, to acquaint him with the more important literary works of England and America in order that he may be prepared for further study, and enabled to make use of the masterpieces in his public school work. Some attention is given to library formation, but special care is taken to give the student skill in the interpretation of the noble, the pure, the beautiful, and the good. Yet, in order to bring about the desired results, neither the knowledge contained nor the form is neglected. The work done in Literature may be classed under four heads: History, biography, masterpieces read in class, and masterpieces read and reported in class. The following productions are studied in class: In English Literature—Macbeth, Burke's Speech on Conciliation with America, Macaulay's Essays on Milton and Addison, Rime of the Ancient Mariner, Intimations of Immortality, Dream of Fair Women, Comus, Lycidas, L'Allegro, Il Penseroso, De Coverley Papers, Alexander's Feast. In American Literature—Rip Van Winkle, Vision of Sir Launfal, American Scholar, Commemoration Ode, Evangeline, Snow-Bound, Thanatopsis, and Present Crisis.

Reading upon which the students report in class: The Excursion, Essay on Man, The Deserted Village, The Princess, In Memoriam, Lady of the Lake, Eve of St. Agnes, Adonais, Lalla Rookh, Aurora Leigh, Culprit Fay, Hiawatha, Self-Reliance, Bigelow Papers, The Last Leaf, &c.

## DEPARTMENT OF MATHEMATICS.

Following are the courses offered by this department.

- |                        |   |   |   |   |   |   |   |             |
|------------------------|---|---|---|---|---|---|---|-------------|
| 1. Mental Arithmetic,  | - | - | - | - | - | - | - | 1 course.   |
| 2. Written Arithmetic, | - | - | - | - | - | - | - | 3 courses.  |
| 3. Drawing,            | - | - | - | - | - | - | - | 1 course. ✕ |
| 4. Bookkeeping,        | - | - | - | - | - | - | - | 1 course.   |
| 5. Algebra,            | - | : | - | - | - | - | - | 5 courses.  |
| 6. Geometry,           | - | - | - | - | - | - | - | 3 courses.  |
| 7. Trigonometry,       | - | - | - | - | - | - | - | 1 course.   |

## MENTAL ARITHMETIC.

"No words can convey a full appreciation of the importance of mental arithmetic. Only those who experienced the transition from the old methods to the new can fully realize the supreme value of the study. Indeed, we believe that the method of mental arithmetic is the greatest improvement in modern education; and the world owes a debt of gratitude to Warren Colburn, its author, which it can never pay. Mental arithmetic is the greatest source of discipline to the power of thought in our public schools. When properly taught, it gives quickness of perception, keenness of insight, toughness of mental fibre, and an intellectual power and grasp that can be acquired by no other primary study. To omit, therefore, a thorough course in mental arithmetic in the common schools, is to deprive pupils of one of the principal sources of thought power."

We would urge upon county superintendents and teachers the importance of this branch of study. More attention should be given to it in the public schools.

## ARITHMETIC.

Arithmetic is considered by all persons to be of great importance because it is the foundation upon which higher work in mathematics must be built, because of its practical value to every citizen, and because of the mental power it develops when properly taught. Each subject is presented carefully and critically, and in its true relation to preceding subjects. Principles are mastered and reasons for process are carefully investigated; thus the student is enabled to make his own rules and becomes the master of the text-book and not its slave. The student is taught



that "self-reliance is the best help," and he receives just the aid that an experienced instructor sees that he needs. In teaching Longitude and Time the globe is used. In Mensuration the use of Mathematical blocks is required of students. Actual Measurements are made.

#### DRAWING.

In this course the aim is not to make designers or mechanics, but to foster in the student a love for the beautiful and to aid him in acquiring skill in its interpretation. In applying the elementary principles of drawing, he learns to use pencil, pen and ink. This is followed by simple designing, perspective and some free-hand drawing.

#### BOOKKEEPING.

One course in single entry is offered. The work is done in the most practical manner. Regular mercantile business is conducted by several firms and each student keeps the books through the various sets from the simplest to the more complex. A banking business is carried on by means of checks, drafts and currency.

#### ALGEBRA.

Prerequisite, a fair knowledge of Arithmetic both Mental and Practical. Five courses are given, the completion of which will fit any student for the higher mathematical courses offered in the State University. Neatness, exactness, rapidity, and self reliance in all processes are insisted upon. The student is required to think. The demonstration of principles is begun early and continued throughout the course.

Course 1.—In this course the symbol is fully explained. Algebraic signs are taught as they are required and used. The special rules in multiplication are dwelt upon until they become the student's own. Factoring is introduced.

Course 2.—Equations of one, two, and three unknown quantities are considered. Elimination, by addition or subtraction, by comparison, and by substitution is taken up.

Course 3.—This course includes a most thorough review of the two processes, upon which so much depends in the study of

Higher Algebra—the theorems and factoring. Fractions and simple equations are completed.

Course 4.—This course opens with a continuation of Simultaneous Simple Equations, completes Involution and Evolution, dwells closely on the Theory of Exponents, and pursues Radicals to Quadratic Equations.

Course 5.—In this course we complete Quadratic Equations, Ratio and Proportion, Progressions, and Variables and Limits. The Binominal Theorem is developed, Logarithms and Undetermined Coefficients are studied.

#### GEOMETRY.

The subject of Geometry is completed in three terms. The most careful accuracy is required in Geometry as well as in all other mathematical work. The student is required to thoroughly understand each step before proceeding to the next higher. The study of Geometry is successful only when the student has been thoroughly imbued with the importance of accurate scientific methods. Once he is led to realize the value of doing things just right and no other way, he has received a training which must, sooner or later, bring him success. No one is allowed to pass from this subject until he has exhibited an ability for careful, accurate, and abstract reasoning.

The fundamental theorems of the line, the angle, the triangle, the quadrilateral, the polygon, regular and irregular, and the circle in plain geometry are thoroughly understood. The exercises in the text are required to be solved as completely as the theorems. The same method is pursued in solid geometry in all its departments.

#### TRIGONOMETRY.

The subject of Trigonometry is taught the spring term of the Fourth year. Its practical value is very great, since it is essential to the work of surveying, astronomy and, indeed, to all sciences which depend upon mathematical demonstrations. Trigonometry treats of the relations of lines and angles by algebraic methods. In Plane and Spherical Trigonometry, these relations are applied to the solution of plane and spherical triangles.

## DEPARTMENT OF SCIENCE.

Following are the courses offered by this department :

1. Physiology,	-	-	-	-	-	-	-	-	1 course.
2. Physical Geography,	-	-	-	-	-	-	-	-	1 course.
3. Zoology,	-	-	-	-	-	-	-	-	1 course.
4. Geology,	-	-	-	-	-	-	-	-	1 course.
5. Botany,	-	-	-	-	-	-	-	-	1 course.
6. Astronomy,	-	-	-	-	-	-	-	-	1 course.
7. Physics,	-	-	-	-	-	-	-	-	2 courses.
8. Chemistry,	-	-	-	-	-	-	-	-	1 course.

### PHYSIOLOGY.

This subject is taken up in the spring term, one course being given. The study of physiology is but little appreciated or understood without practical applications of general truths. This is kept in mind, and demonstrations and dissections are frequently made before the class in order to impress upon the mind of the student the necessary laws of health. The microscope is used frequently, followed always by written review and examination of the subject. Two skeletons, anatomical models, and use of the projection lantern, help the student in this subject.

### PHYSICAL GEOGRAPHY.

This study is a most important one. It forms the basis for the study of all the Natural Sciences. This being true, careful attention is given to it. The great importance of structure, soil, and climate in determining the political, commercial, and historical prominence of the country is emphasized. Land sculpture is studied with reference to its past and present action in modifying the structure of the earth's surface.

This subject is studied both from the text-book and by actual field observation. Classes take frequent excursions. For the study of this subject this department is supplied with globes, maps, U. S. Geological Reports, Weather Maps, Relief Maps, and a fine collection of rocks and minerals.

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ZOOLOGY.

In this work the student is taught to use the compound microscope, and a careful study of the lower forms of animal life, such as Amoeba, Hydra, etc., is made as an introduction to the subject. This microscopic work is further carried on in the study of minute organisms and of animal tissues. Various animals are studied as type forms, special attention being given to comparative anatomy and the successive stages of development from the lower to the higher forms of animal life.

Dissections are performed by the student when practicable and a complete record of the laboratory work is required. Such animals as can be obtained are used to illustrate special characteristics, such as protective coloration, adaptation to surroundings, habits beneficial or injurious to man, etc.

## GEOLOGY.

In Physical Geography we have considered the earth as the home of man, and learned of its surface preparation for man's use; in Geology we go deeper, and study the origin of the world, its varying forms and its gradual evolution from primeval fire-mist to a stable foundation for man's multitudinous labors and investigations. (Continued on next page.)

## BOTANY.

This course is intended to awaken and cultivate the student's powers of observation, to acquaint him with plant life and to inspire in him an interest in the flora about him by familiarizing him with the seeds and their germination, with the roots, stems, buds, leaves, inflorescence, plant cell, and protoplasm.

An experimental study of flowering plants is made with reference to plan, structure, fertilization, and conditions for growth; some cryptogamous plants are considered. Constant use of the microscope is made in laboratory work. Frequent excursions are taken that the student may be led to study plants in their habitats. In addition to class-room and field work, each student is required to collect, analyze, and neatly mount, twenty specimens. Frequent use is made of charts, lantern, and models. This course is offered to students sufficiently advanced in the sciences.

Science and Revelation unite in declaring the world to have been at first "without form, and void ;" then, there gradually appeared the waters ; then above these, lands arose into view ; later came elementary life-forms of plant and of animal life ; finally, when all was ready, man, the master, entered upon his inheritance.

We first consider Geology physiographically, and review our Physical Geography study ; then comes Dynamical Geology, treating of the causes of geological events, of the forces which produce earth changes,—atmosphere, heat, water, life, etc. Then in Structural Geology, the examination of rocks and minerals and soils, their condition, structure, and arrangement. Finally, Historical Geology, when earth's pages have been scanned to learn of the successive time-stages when rock layers were laid, and plants, animals and man appeared.

Special attention is given to the Geology of West Virginia, the economic value being carefully noted. West Virginia, rich in coal, oil, and beautiful scenery is truly the "Switzerland of America." Well may we love to sing "The West Virginia Hills."

One excursion, at least, is taken to a distance from the school, and several near the school. Experiments are performed by the students in the class and explained. We have a good Geological Cabinet.

#### ASTRONOMY.

The course in astronomy is arranged particularly for general observation work in connection with science and nature methods. That part of the subject which bears a close relation to physical geography is treated in connection with that subject. The effort is to gain general familiarity with the principal fixed stars, constellations, etc., how to locate them, and such phenomena as are closely allied to nature study.

#### PHYSICS.

This course consists chiefly of laboratory experiments, and recitations in general Physics, and has for its aim the presentation and illustration of the fundamental facts and theories. The laboratory is equipped with all apparatus necessary for illustrating the fundamental principles of this science, and additions are

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constantly being made both by purchase and by the construction of simple pieces of apparatus by the students. Working under the teacher's supervision, the students perform all experiments except the most difficult, each member of the class being required to make a neat, accurate record of all observations and conclusions. Drawing forms an important part of the exercises. Originality in thought and method is thus encouraged. Thorough questioning on the laboratory work and the text used and the careful solution of practical problems under each subject make the formal recitations an invaluable part of the course.

#### CHEMISTRY.

The study of Chemistry is pursued in much the same manner as Physics. The work consists of daily recitations and laboratory work. It is thought that the correct way to study Chemistry is by actual experimentation. The students perform the experiments of the text-book and such other original work as may be assigned to them and discuss these results in the class. Such other illustrative work as is deemed necessary is presented to the class by the teacher. The work in Organic Chemistry is followed by qualitative analysis, which is almost wholly laboratory work. The laboratory is well supplied with conveniences for prosecuting the work in Chemistry as far as it is carried in this course.





aim is to secure, in outline, a general view of the contemporaneous events in history with their causes and results.

4. *Grecian History*.—This course will trace the history of Greece from its early organization to the Roman conquest. Some little mythology is introduced, the development of the Athenian Constitution is followed, an effort is made to show Greece's contribution to modern civilization in art, philosophy, and literature.

5. *Roman History*.—To the modern world Rome has left valuable legacies which have been used as models in the organization of Law and Government. The formation and growth of these elements are traced; the struggles of the Plebs for civil and social equality is followed; the elements that entered into Rome's wonderful rise and fall are elaborated.

6. *Mediaeval History*.—In this course we will endeavor to learn the Roman Empire and its Middle Age conditions, the early life of our Teutonic ancestors, and the story of Christian Europe down to the Renaissance. Text: To be adopted.

7. *Modern History*.—This course takes up the thread of the history of Europe and carries it down through the reformation of Luther and Melancthon, through the political revolution of 1688, up to the present modern outlook which has resulted from the many disturbances and revolutions along political, industrial, and intellectual lines. Text: To be adopted.

#### CIVICS.

One term's work is offered in this science. The origin, theory, and purpose of government is developed; the various political movements in England that gave us the basis of political liberty are reviewed; a close study of the Constitution is made, and a thorough investigation is made into the different departments of our modern representative form of government, with some attention given to the political machinery as it is manipulated to-day.

#### ECONOMICS.

In Economics only one course is presented. It has for its purpose the training of the student to think correctly and independently along economic lines. He is led to see the actual economic facts that are about him, taught how to treat with them, how to classify them, and discover their relations. Some little attention is paid to the fundamental principles of economic theory, but comparative theoretical discussion is limited to the minimum.



## DEPARTMENT OF ANCIENT LANGUAGES.

Following are the courses offered by this department :

- |           |   |   |   |   |   |   |   |   |   |            |
|-----------|---|---|---|---|---|---|---|---|---|------------|
| 1. Latin, | - | - | - | - | - | - | - | - | - | 9 courses. |
| 2. Greek, | - | - | - | - | - | - | - | - | - | 6 courses. |

In the work of this department there is a constant endeavor to lead the student to realize the vital connection existing between English and the Classic Languages, as well as to appreciate the literary and historic value of the masterpieces he reads. The library is well supplied with works for reference and parallel reading, admirably adapted to give an intelligent conception of Greek and Roman life, and its influence upon modern thought. Supplementary use is made of maps, pictures and lantern slides. Those who are fitting themselves to teach in our public schools may gain from the study of the Classics ease and accuracy in the use of English, as well as mental training and culture. Students who have completed satisfactorily the work outlined below are fully prepared to continue the subjects as presented to college classes during the Freshman year.

### LATIN.

Nine regular courses in Latin are offered, extending throughout three years. Requirement for admission to Course 1, a practical knowledge of English syntax; for admission to each of the other courses, the completion of all preceding it. The Roman pronunciation is used.

Courses 1, 2, and 3, comprising the work of the first year, cover pronunciation, inflection, vocabulary, syntax, and easy translation from Latin into English and English into Latin.

Courses 4, 5, and 6, based chiefly upon Caesar, have as their particular object facility in translation. They embrace also, as leading to this end, a thorough review of inflection and syntax, and a study of the history and geography involved in Caesar's Commentaries. Cicero is begun in the spring term. Texts: Second Year Latin, Greenough, D'Ooge, and Daniell; Cicero, Johnston; Grammar, Harkness.

Courses 7, 8, and 9, Cicero's Oration against Catiline completed, Vergil's Aeneid, Books I.-VI. In the study of the former,

attention is given to the elements of Cicero's eloquence, and the condition of the Roman commonwealth; in the latter, to scansion, figures, and mythology. The necessity of clear, idiomatic, and appropriate English is emphasized. Texts: Cicero, Johnston; Vergil, Harper, and Miller; Grammar, Harkness.

For spring term students, additional courses are provided, suited to their requirements.

#### GREEK.

Six courses in Greek are offered, extending through two years.

Courses 1, 2, and 3 include all the essential elements of a first year's language study, covering pronunciation, accent, inflection, vocabulary, syntax, and translation from Greek into English and English into Greek. During the spring term connected translation is begun. Texts: First Greek Book, White; Anabasis, Harper and Wallace; Grammar, Goodwin.

Courses 4, 5, and 6 are based upon Xenophon and Homer. After the mastery of the forms and idioms of Attic prose, attention is given to the characteristic features of Homer's verse, including figures, mythology, scansion, and points of style and dialect. Texts: Anabasis, Harper and Wallace; Iliad, Seymour; Grammar, Goodwin.

## DEPARTMENT OF MODERN LANGUAGES.

Following are the courses offered by this department :

- |            |   |   |   |   |   |            |
|------------|---|---|---|---|---|------------|
| 1. French, | - | - | - | - | - | 6 courses. |
| 2. German, | - | - | - | - | - | 6 courses. |

### FRENCH.

#### FIRST YEAR.

1. Elementary work, Pronunciation, regular verbs, translation of French to English and English to French, grammar work. Text : Chardenal's Grammar.

2. Elementary work, a continuation of Course 1, with advanced grammar work and irregular verbs ; reading easy prose and poetry. Text : Chardenal's Grammar, Bocher's Reader.

3. Elementary Grammar completed, frequent conversations, reading stories in French. Text : Chardenal's Grammar, Bocher's Reader.

#### SECOND YEAR.

Courses 4, 5, and 6 (2nd year work) will be outlined to accord with the second year work in West Virginia University.

### GERMAN.

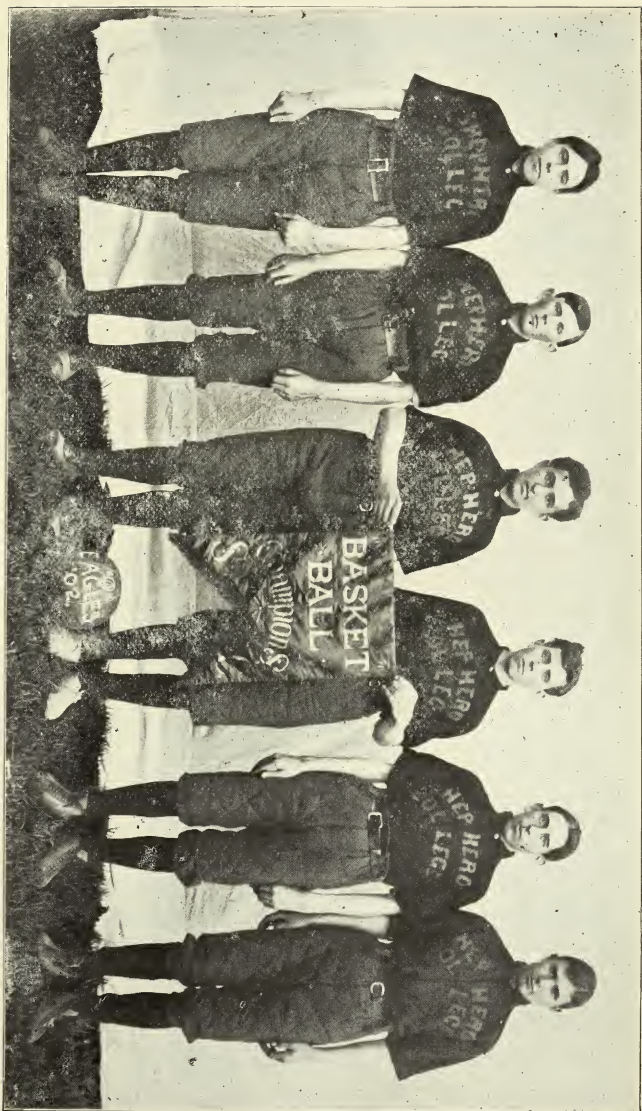
Students desiring to begin this language must possess an accurate knowledge of the elements of English Grammar, and those desiring to enter later in the course must offer the work assigned for the preceding terms, or an equivalent.

In every translation the idiomatic accuracy of the English used is taken into account. The aims of the instruction are the acquisition of a useful vocabulary, and regular and irregular inflections. Selections for reading are made with a view to acquainting the student with the masterpieces of German literature, as far as time admits.

#### FIRST YEAR.

1st Course—Joynes-Meissner's German Grammar ; Stern's Studien und Plauderien.

2nd Course—Studien und Plauderien ; Conversation, Memorizing of short poems ; Grammar.





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3rd Course—Immensee (Bernhart), Hoher als der Kirche (Bernhart), Grammar.

SECOND YEAR.

1st Course—Composition, Grammar ; Unter dem Christbaum (Bernhart).

2nd Course—Grammar ; Unter dem Christbaum finished, with composition.

3rd Course—Lessing's Minna von Barnhelm (Primer), with grammar and composition based on the text.

## DEPARTMENT OF PROFESSIONAL WORK.

Following are the courses offered by this department :

1. Logic, - - - - - 1 course.
2. Psychology, - - - - - 2 courses.
3. Pedagogy, - - - - - 1 course.
4. History of Education, - - - - - 1 course.
5. Ethics, - - - - - 1 course.
6. Teachers' Training Work, - - - - - 3 courses.
7. Vocal Music.

### LOGIC.

This subject is here placed under the head of professional subjects for the reason that good reasoning powers are a very necessary requirement of a good teacher. One term is given to the subject.

Instruction is given in the fundamental principles of Deductive and Inductive reasoning, and the student is taught to detect the fallacies of erroneous argument. He is also taught to acquire logical habits of thinking.

### PSYCHOLOGY.

The subject of Psychology is taken up at the beginning of the Fall term and continued through two terms. It is introduced by a general review of the facts of Psychology bearing upon the mental apparatus, and an accurate idea of mental machinery is worked out. The means at our command for procuring thought material is then considered. This is followed by a discussion of the cultivation of the memory. The subjects of imagination, thought, feeling and emotion, and the will are taken up in turn and the best methods for their cultivation thought out. The student is constantly required to consider how he can best apply this knowledge in his work as a teacher.

### PEDAGOGY.

In the study of this subject the development of the idea is reviewed. The elements of the mind are taken up and their functions again studied. This insures a good foundation for a study

of the application of psychological principles. The problem of the correlation of studies as the mind develops is taken up and the best methods of teaching the common school branches. One course is offered to fourth year students and to teachers who are prepared to take it.

#### HISTORY OF EDUCATION.

This study will provide for a general survey of the rise and progress of Education and Educational systems of ancient, mediæval and modern times, the consideration of these in their relation to one another, how each developed alone or from some other, and the influence wielded by each system in the development of the country to which it belonged.

With this object in view, a study will be made of the educational ideas and means provided for education, by the Egyptians, Hebrews, Greeks, and Romans; the educational ideas of the Middle Ages, the rise of the Monastic, Scholastic and University systems; the Renaissance, Humanism and the Jesuitical schools; educational reformers and their work including the study of the work of Rabelais, Montaigne, Ratich, Comenius, Rousseau and Pestalozzi. Reference is also made to Seeley's History of Education, Quick's Educational Reformers, and Spencer on Education.

#### ETHICS.

One course is given in this branch. A short study is made of the scope of the science and its relation to other sciences. The different theories of the moral standard are considered. A more extended study of the moral life is made.

It is the aim of the study to direct the mind of the pupil to the fact that he is a part of an organic whole, that he must investigate these questions for himself and to do so must make himself familiar with a system of Ethics.



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### TEACHERS' TRAINING WORK.

This is, perhaps, one of the most important additions to the Normal Course of study. One year is given to Theory, Practice, and a Review of the common branches.

#### THEORY.

In the Fall term a class in methods is formed. The most practical ways of teaching different branches are discussed. Attention is called to the importance of thorough preparation and the responsibility of the teacher.

#### PRACTICE.

This course has for its aim the development of the art of teaching. The work is based upon that done the preceding term ; it gives the student an opportunity to put into practice the methods he has studied.

Each fourth year student of the Normal Course will be required to do a certain amount of teaching under the supervision of an experienced teacher—a member of the faculty. For the coming year a record will be kept of each student teacher which will furnish data for recommendations. This record will include the following points :

- I. Interest in work.
- II. Preparation of lesson.
- III. Presentation of lesson.
- IV. Ability to keep order and hold attention of class.
- V. Power to secure best work from students.
- VI. Personal characteristics :
  - a. Appearance, dress, position, etc.,
  - b. Manner,
  - c. Language.
- VII. Standing with students.

#### REVIEW.

This course, given the Spring term of the fourth year, will consist of a review of the common branches taught in the public schools of the State. It is intended to freshen the minds of the students in these branches, and to prepare them for teachers' examinations and the school room.

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### VOCAL MUSIC.

To meet the increasing demand for teachers who can sing, a course in Vocal Music has been introduced. It is not the intention to make vocalists of any high order. We do desire, however, to give sufficient instruction to enable the student to master the music of the hymn book and school song book. Instruction will be given in the rudiments and will embrace voice culture, breathing exercises and tone production, as well as methods of teaching. As much time will be given to this subject as is necessary to accomplish the desired results.

## DEPARTMENT OF MUSIC.

Following are the courses offered by this department :

1. Piano and Pipe Organ.
2. Voice Culture.
3. Stringed Instruments.

Three years' work is required for a pupil to graduate in this department. Instruction is given on piano, and pipe organ, and in voice culture. It is the aim of the teacher to cultivate the taste of the pupil for the best music. Students may enter this course at any time and will be graded according to their ability.

The music department is furnished with pianos for practice purposes and has the use of a large pipe organ in one of the churches, for which there is no additional charge.

### PIANO AND PIPE ORGAN.

During the first year, preparatory exercises are used, being supplemented by more advanced studies, according to the needs of the pupil. Music by the best composers only is used, such as Bertini, Czerny, Heller, Beethoven, Chopin, Bach, Liszt, Mendelssohn and Batiste.

Much attention is given to the hand position, touch, technique, and expression. A good foundation in piano is required before the study of pipe organ.

### VOICE CULTURE.

In this course the art of proper breathing is taught, voice building, tone production and expression. The Italian method is used. The pupil is taught to read by note, to phrase, and to shade. It is the aim of the teacher to arouse that all important factor, temperament. For without temperament the most beautiful voice is robbed of its most telling virtue. It is as a handsome jewel case robbed of its gems. Studies by Concone and Lankow are used for beginners, while for the more advanced pupils exercises by Vaccai, first and second book, selected studies by celebrated masters compiled by Max Spicker, and Vocalises by Marchesie, Abt and Bonoldi. Songs of varied style are used, so that the pupil may gain a good knowledge of ex-

pression. Arias are also used by advanced pupils in Italian, French and German.

Musicals and recitals are given during the year by visiting artists, and in this way pupils are given the advantage of hearing as well as studying good music. Pupils' recitals are also given, from which they derive much benefit along the lines of public work.

The entire school is invited to join in chorus work once a week, in which music by the classic as well as modern composers is used. There is no charge for this work.

#### TERMS.

Tuition is payable in advance. Terms—Ten dollars (\$10.00) for twenty lessons, two lessons per week, and \$10.50, one lesson per week.

#### STRINGED INSTRUMENTS.

This school is fortunate in having in the faculty an accomplished teacher of the violin, mandolin and guitar. The courses are as extensive as may be desired. The Shepherd College Orchestra and Mandolin and Guitar Club are the outgrowth of this department.

Tuition, \$8.00 for 20 lessons.

## DEPARTMENT OF ELOCUTION.

1. Voice Training.
2. Physical Culture.

### VOICE TRAINING.

In order to meet the demands of a public that is recognizing more fully day by day the great importance of thorough training in correct expression, elocution and oratory is now made a regular department.

The importance of this training can hardly be over-estimated. To those preparing to teach it is of special value in qualifying them to teach reading, while at the same time their own trained voices become a source of inspiration to the pupils under their care. The principle underlying the work in this school is to bring such studies or practical work before the mind of the student as will stimulate his powers to spontaneous activity.

The student is led to study and obey the principles of nature and make personal observations, rather than to follow mechanical and artificial rules. To be an intelligent reader is no mean attainment. It is an aid in every subject belonging to the course of instruction. To be an artistic reader is a beautiful accomplishment. The instruction here is adapted to the development of natural and acceptable readers and entertainers. Tuition, \$8.00 a term.

### PHYSICAL CULTURE.

The work in physical culture is recognized as an important branch of school work, and all the young ladies are urged to take the course.

The object of the work is to preserve the health of the students ; to train correct habits of muscular action ; to develop the body ; to discriminate between useful, effective exercises, and harmful, injudicious ones ; and to prepare students to supervise and to connect the physical with the mental side of the education of their classes.

A series of exercises prescribed for the young ladies of the school consists of a system of free gymnastics, that is, movements performed without apparatus. The course comprises six sets of

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movements, about one hundred in all. These are arranged on the same general plan in each set, the first being intended to give control of the muscles used in standing and to give the power of maintaining perfect immobility of body without rigidity. Then follow movements specially designed to develop certain muscles, beginning with those of the feet and ankles and taking in order those of the limbs, trunk, shoulders, neck and arms. These movements are graded, beginning with the more simple and gradually increasing in difficulty as the muscles develop power and flexibility. When sufficient grace and ease have been attained, drill movements in unison are introduced, bringing the spirit of play into the work with the attendant benefits derived from the healthy interest aroused. Advanced classes are given exercises with wands and dumb bells. Instruction is free.

# Rules and Regulations

FOR THE GOVERNMENT OF THE

## STATE NORMAL SCHOOLS OF WEST VIRGINIA.

1. The number of students which each county in the State shall be entitled to appoint to the Normal and Academic Departments of the State Normal Schools, free of charge for tuition, shall be as follows :

County.	Normal.	Academic.	Total.	County.	Normal.	Academic.	Total.
Barbour.....	60	30	90	Mingo.....	27	14	41
Berkeley.....	92	46	138	Monongalia.....	80	40	120
Boone.....	37	19	56	Monroe.....	55	28	83
Braxton.....	67	34	101	Morgan.....	32	16	48
Brooke.....	32	16	48	McDowell.....	37	19	56
Cabell.....	112	56	168	Nicholas.....	45	23	68
Calhoun.....	42	21	63	Ohio.....	200	100	300
Clay.....	22	11	33	Pendleton.....	42	21	63
Doddridge.....	60	30	90	Pleasants.....	37	19	56
Fayette.....	100	50	150	Pocahontas.....	35	18	53
Gilmer.....	47	24	71	Preston.....	95	48	143
Grant.....	32	16	48	Putnam.....	72	36	108
Greenbrier.....	90	45	135	Raleigh.....	47	24	71
Hampshire.....	57	29	86	Randolph.....	55	28	83
Hancock.....	35	18	53	Ritchie.....	82	41	123
Hardy.....	37	19	56	Roane.....	75	38	113
Harrison.....	100	50	150	Summers.....	62	31	93
Jackson.....	95	48	143	Taylor.....	60	30	90
Jefferson.....	75	38	113	Tucker.....	55	28	83
Kanawha.....	210	105	315	Tyler.....	60	30	90
Lewis.....	75	38	113	Upshur.....	62	31	93
Lincoln.....	55	28	83	Wayne.....	95	48	143
Logan.....	28	14	42	Webster.....	27	14	41
Marion.....	95	48	143	Wetzel.....	82	41	123
Marshall.....	95	48	143	Wirt.....	45	23	68
Mason.....	112	56	168	Wood.....	132	66	198
Mercer.....	80	40	120	Wyoming.....	27	14	41
Mineral.....	62	31	93				

2. Each appointee shall deliver the certificate of appointment to the Principal of the Normal School to which it is directed, and

the principal shall thereupon file it with the records of the school, and enter the name of such person on the register of normal pupils.

3. Whenever the accommodations will admit, upon the payment of the required amount of tuition fees, students may be admitted to the Normal School.

4. The Normal Course shall consist of four years, which shall be designated respectively as the First Year, Second Year, Junior Year, and Senior Year.

Each member of the Senior Year class will be required to teach one of the regular classes, to be selected by the Principal, one hour a week throughout the year.

5. Upon those who have completed the full Normal Course with an average standing of 80 per cent and not below 75 per cent on any one branch, and have been in actual attendance during the entire Junior or Senior Year, the Board of Regents will confer a diploma of graduation in the Normal Department. But before any certificate or diploma is granted, the Principal of the school will be required to certify that those whom he recommends for graduation have fulfilled all the conditions and done all the work required for graduation.

"The entire Junior or Senior Year" shall mean in this connection one full year of three terms at one school.

6. Graduates of any of the normal schools who may desire to review the normal branches, may again receive appointments and pursue their studies upon the same conditions and under the same restrictions as if they were not graduates.

7. Students in attendance at any normal school may, upon request, be transferred by the Principal of the school at which they are enrolled to any other normal school; but no student from one normal school shall be admitted to another normal school unless he presents a certificate of good moral character and of honorable dismissal, and also a statement of the work he has done, the standing he has taken, and the work that remains to be done before he can be graduated; all of which shall be certified to by the Principal of the school from which he comes.

8. The Academic Course shall cover all the requirements for admission to the freshman class in the classical course of the West Virginia University, and shall be as nearly as possible the same as the course in the preparatory department of that insti-



tution.

9. The Principal and his assistants shall be known as the Faculty, which shall meet at the call of the Principal.

10. The Principal, in addition to his duties as instructor, shall be the executive officer of the school, and shall sign all reports and other official papers. He shall have general supervision over the school, and shall assign to the assistant teachers the classes and studies which they are to teach, and he shall be held responsible for the management of the school. For just cause he may suspend any one of his assistants until an investigation can be made by the Board of Regents. To the pupils he shall assign the studies which they are to pursue, and shall determine what tests shall be required to complete said studies. He shall fix the order and methods of all examinations, and the scale of grading to be used in the school. He shall determine how often reports of scholarship and attendance shall be made and shall keep a permanent record of the deportment and standing of each student. He shall also collect all tuition and incidental fees in advance and pay them to the Treasurer of the Executive Committee. The Principal shall have full control over the grounds and buildings during school hours and all exercises and shall have full authority to prohibit all loafing, loitering or trespassing of any kind and to take such action as he may think necessary to prevent the same.

11. The Principal shall, as soon as practicable each year, make out a classification of the pupils, according to their respective studies, and in due season publish the same in a catalogue, with such other general information and announcements pertaining to the school as may be of public interest. He shall also furnish to the Regents a list of the candidates for graduation, designating the paying from the non-paying pupils, and giving the age and grade of standing of each candidate, with the names of studies in which they have been examined.

In the absence of the Principal, the first assistant shall act as Principal.

12. The Faculty shall have authority to prevent both sexes from boarding at the same house; to make such special rules for their government as may be necessary and to require those who keep boarders or rent rooms to students, to exercise such supervision over them as shall be to the best interest of the school;

but the Faculty shall have direct control and authority over all students boarding in the dormitories connected with the normal schools, and shall under no circumstances allow any one except students in actual attendance or teachers to board or room at said dormitories.

13. The Faculty shall establish all necessary rules for the government and control of their school, and shall have authority to administer such punishments as they may deem expedient. They shall have authority to suspend students for any time not exceeding one year, or to dismiss them permanently when such action is deemed necessary for the proper government of the school; the right of appeal to the President of the Board being reserved to the party suspended or dismissed. But in no case shall any student be suspended or expelled until he has been given a reasonable time and opportunity for making his defense before the Faculty.

14. Each student shall attend the daily sessions of the school unless excused by the Principal.

15. The daily sessions shall be opened with such devotional and other exercises as the Faculty may establish.

16. The Executive Committee shall organize at the first meeting after the first of July by electing from their number a President, a Secretary, and a Treasurer; and the Secretary shall immediately notify the State Superintendent of Free Schools of such action.

17. The Executive Committee shall not overdraw any fund to pay an indebtedness against another fund and shall not expend any of the fund available annually for Library and Apparatus except on the order of the Faculty, who are hereby given authority to expend said fund for such books and apparatus as they think necessary.

18. The Executive Committee shall exercise proper care over the buildings, grounds and property of the school; keep them in good repair and condition, and see that the school rooms are properly warmed, ventilated and kept clean and comfortable.

19. The Executive Committee may, with the full and free consent of the Principal, allow the buildings to be used for religious or educational meetings, but they shall never, even with the full consent of the Principal, allow the said buildings to be used for political or other meetings save and except only those hereinbe-

fore mentioned.

20. The Executive Committee shall audit all accounts against the school, determine all matter of expenditure not provided for by law or otherwise, and order such payments as are necessary, from moneys placed in their hands by the Board of Regents and from incidental fees, and in all emergencies they shall exercise such executive authority in the absence of the Regents as the law permits.

21. The Secretary shall keep a record of the proceedings of the committee ; shall enter therein all moneys received by the Treasurer or Executive Committee, and at any time, when so requested, he shall allow his records to be examined by the Principal, the Executive Committee, or the Board of Regents.

22. The Treasurer shall receive all moneys appropriated by the State or collected for tuition and incidental fees, and shall give his receipt for the same. He shall place the amount received from incidental fees to the credit of the contingent fund and shall keep a separate account for tuition money, which shall be paid out only on order of the Board of Regents. He shall deposit all money coming into his possession for the school in some convenient bank, in the name of the Executive Committee, and no amount whatever shall be drawn therefrom except upon a check signed by both Secretary and Treasurer. The Treasurer shall, on or before the first day of August of each year, inform the President of the Board of Regents of the bank in which he has made this deposit.

23. The Treasurer shall keep, in a book provided for that purpose, a separate account for each fund, and shall during the week following the commencement exercises of his school make to the Board of Regents a complete itemized statement of all receipts and expenditures, having in such statement a separate account with each fund.

## TO PARENTS.

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*Do you want to do the best you can for your children?* Of course, we know that you do, and we presume that one of the advantages you wish to give them is the most useful education possible. You are only considering what is best and what you can afford. We believe that it will be more advantageous for nearly all the young people to whom this catalogue is sent to attend Shepherd College State Normal School than to use any other means within their reach for promoting their educational interests. Will you, if interested in choosing a school, kindly investigate the plans of this school, as set forth in this book, with a view of determining whether or not, in your judgment, we are right in this claim? Remember that you may rely on the exactness of all statements, for we have used great care to make them plain and accurate.

*Have you thought of letting the children attend the country school a while longer?* Are they not nearly alone in the upper classes of the home school? Do they lack the stimulation to effort which would arise from friendly rivalry of other students as good as themselves? Are they much further advanced this year than they were last year or the year before? Is not nearly all of the teacher's time taken by the younger pupils, who form the body of the school, leaving quite short recitation hours for the advanced pupils? Can your district pay a salary large enough to secure, in every case, as able a teacher as you would like? Are there not home duties and temptations to pleasure which interfere with the studying which advanced pupils should do outside the school? Is the school house so distant that regular attendance is made difficult, especially for your daughters? In this school, the student has all of his time, except that which he needs to use for exercise, for school work, has specialists as his teachers, has long recitations, and strong classes to work with. Keeping a bright student of fifteen or older in the country school is wasting the most of his time.

*Had you thought of sending to the nearest town school?* Do you think it a better school than Shepherd College? Do you think they can advance as rapidly there? Will you not have to pay

rates of board and tuition equal to or greater than expenses here ? If new teachers have been engaged, is it not uncertain whether that school will be as good as it was last year ?

*Had you thought of sending to a university or classical college ?* Can they have a six or seven years' course ? If not, the practical course of this school will be worth much more to them than one, two, or three years of the university course. Besides, the most of the preparatory work is better done here than in the preparatory classes of the classical colleges; because these preparatory classes in most colleges are usually undervalued and left to other lower teachers, while we regard the fundamental branches as of the greatest importance and employ the best teachers to teach them.

*Do you feel that you want to keep them at home ?* This is perfectly natural ; but we do not believe you would, for the pleasure of keeping them near, deprive them of advantages which you can not afford to give them and which you know they ought to have. Besides, it will be only a few years until they leave you in one way or another, and it will be better for them to go well educated.

*Do you fear to send them away from home alone ?* It is true that the school can not take the place of the home, but we believe that you are perfectly safe in sending your girls and boys to this school. The Faculty keeps a careful watch over all the students, not that they expect any violation of the rules of the school, but that they may assist them in their work and make their stay here pleasant and profitable.

*As to moral influences, you may feel nearly as safe as if they were at home.* This is not a reform school for vicious boys or girls who do not behave respectably at home, but a school for ladies and gentlemen. You have all sorts of people in your home neighborhood ; the school is a select gathering of young people who have high aims. All of the good influences usually found anywhere are here and few of the bad ones. Very little serious misbehavior indeed has ever in the history of the school disgraced it or its students. Very few occasions for severe discipline have ever arisen. We keep students busy, give them the largest practicable measure of liberty, hold them responsible for the right use of it, and find that responsibility develops strength of character. A boy or girl reared to the age of fifteen with right principles will be no more likely to depart from rectitude at





PHYSICAL CULTURE CLASS.





school than at home. Yet you may be sure we will let you know or send your children home if we have reason to believe they are in danger of harm from any evil influence.

*Are you hesitating on account of expense?* You will see that this is small and should also consider that the real expense caused by sending to school is only the difference between the amount of school expenses and the expense of living at home. This is quite small.

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## TO PROSPECTIVE STUDENTS.

We want students who mean business, who have industry and fixedness of purpose, who have a desire to do right and to make the most possible of ability and opportunities. If this is your desire, we want you. "Come with us and we will do you good."

Let no one suppose he can not afford an education. A very poor person can get together means to pay for one term of schooling, the education gained by that will enable him to earn more easily the means to pay for another term, and so on.

Don't think you do not know enough. You will find others as backward as yourself and will find good beginning classes in all branches. "You can never begin younger." Begin now.

Be present, if you can, at the opening of the term; if you can not come then, come as soon as you can and you will find classes to suit you at any time. Do not waste valuable time waiting for the opening of another term.

Come prepared to devote yourself wholly to school work, determined to succeed, and disposed to think for yourself. The most of your studying will be done at your own room and your success will depend largely upon the wisdom with which you conduct the details of your daily life. At the first of each term lay out a daily program of study, recitation, recreation, etc., and adhere to it as strictly as you can. Do not visit other people too much. Have no hesitancy about requesting a loafer to leave your room that you may study; if his friendship is worth having, he will respect you for wanting to work; if not, you would better be rid of him. Do not annoy your room-mate. Remem-

ber that good instruction alone will not make a good scholar of you, that entering college will not make you a student without your own efforts, and that a good excuse will never make up wasted time nor a lost lesson.

Do not try try to do everything in one term. It will pay you best to take only the right number of studies and do the work well. Five regular studies are enough for any person. It is better to know a few things well than to have a smattering knowledge of many things.

Our advertising, too, means just what it says. We have a good school and try to represent it fairly, mentioning every important point of information plainly. Read this catalogue carefully and you will understand our plans well; then come to school and you will not be disappointed.

# ROLL OF STUDENTS.

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## POST GRADUATE.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Neilson, Katharine Butler,	Shepherdstown,	Jefferson.

## NORMAL COURSE.

### SENIOR CLASS, 1902.

#### GENTLEMEN.

Barnhart, Eugene Hildt,	Shepherdstown,	Jefferson.
Sperow, William Henry,	Martinsburg,	Berkeley.

### JUNIOR CLASS, 1903.

#### LADIES.

Lancaster, Millie Arabella,	Martinsburg,	Berkeley.
Licklider, Florence Eggleston,	Shepherdstown,	Jefferson.

#### GENTLEMAN.

Gain, Josiah Wesley,	Glengary,	Berkeley.
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### CLASS OF 1904.

#### LADIES.

Knode, Ada May,	Moler's,	Jefferson.
McDonald, Grace Theresa,	Shepherdstown,	Jefferson.
Marshall, Hettie Mae,	Shepherdstown,	Jefferson.
Snyder, Sada Elizabeth,	Shenandoah Junction,	Jefferson.
Walter, Ethel,	Kabletown,	Jefferson.

#### GENTLEMAN.

Moler, Philip Randolph,	Charles Town,	Jefferson.
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## ACADEMIC COURSE.

## SENIOR CLASS, 1902.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
LADIES.		
Allstadt, Lutie Mae,	Harper's Ferry,	Jefferson.
Beltzhoover, Lucie Adele,	Shepherdstown,	Jefferson.
Butler, Elizabeth Price,	Shepherdstown,	Jefferson.
Cross, Maud Meredith,	Shepherdstown,	Jefferson.
Hodges, Marie Louise,	Shepherdstown,	Jefferson.
Knott, Mary Lillian,	Moler's,	Jefferson.
Marten, Almira,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Barnhart, Eugene Hildt,	Shepherdstown,	Jefferson.
Barnes, Hugh Cooper,	Shepherdstown,	Jefferson.
Sperow, William Henry,	Martinsburg,	Berkeley.

## JUNIOR CLASS, 1903.

## LADIES.

Barnhart, Hattie Cease,	Shepherdstown,	Jefferson.
Licklider, Florence Eggleston,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Bitner, Ernest Heald,	Kearneysville,	Jefferson.
Daniels, John Hendricks,	Duffields,	Jefferson.
Thrasher, Henry Wood,	Shepherdstown,	Jefferson.
Triplett, Joseph Irwin,	Duffields,	Jefferson.

## CLASS OF 1904.

## LADIES.

Augir, Ethel Marion,	Grafton,	Taylor.
Hill, Nina Gertrude,	Shepherdstown,	Jefferson.
Lentz, Ruth Lenore,	Shepherdstown,	Jefferson.
Snyder, Louise Anna,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Engle Carroll Anderson,	Bakerton,	Jefferson.
Garrott, Frank Henkle.	Uvilla,	Jefferson.
Hill, David Hamme,	Shepherdstown,	Jefferson.
Hill, J. Ernest,	Shepherdstown,	Jefferson.
Link, John William,	Bakerton,	Jefferson.
Miller, Elijah White,	Kearneysville,	Jefferson.
Miller, Jacob Hugh,	Sharpsburg, (Md.)	Washington.
Rightstine, Matthias Kyne,	Shepherdstown,	Jefferson.
Stanley, Border Levi,	Kearneysville,	Jefferson.
Thrasher, Paul McNeill,	Shepherdstown,	Jefferson.

## NORMAL OR ACADEMIC COURSE.

## CLASS OF 1905.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
LADIES.		
Billmyer, Alice Virginia,	Shepherdstown,	Jefferson.
Chapline, Eva Sydney,	Shepherdstown,	Jefferson.
Coffinberger, Amanda Ruth,	Shepherdstown,	Jefferson.
Crowl, Helen Virginia,	Shepherdstown,	Jefferson.
Dunaway, Virginia Cleveland,	Leetown,	Jefferson.
Engle, Carrie Beatrice,	Bakerton,	Jefferson.
Folk, Bessie Stuart,	Martinsburg,	Berkeley.
Grove, Elva,	Martinsburg,	Berkeley.
Hartzell, Mary Lockard,	Shepherdstown,	Jefferson.
Hartzell, Rosa,	Shepherdstown,	Jefferson.
Hendricks, Edna Belle,	Shenandoah Junction,	Jefferson.
Hill, Julia Lee,	Shepherdstown,	Jefferson.
Knott, Grace Parrene,	Moler's,	Jefferson.
Krumbine, Emma,	Martinsburg,	Berkeley.
Marten, Margaret,	Shepherdstown,	Jefferson.
Mason, Mary,	Elk Garden,	Mineral.
Miller, Anna Ruth,	Kearneysville,	Jefferson.
Miller, Laura Titus,	Kearneysville,	Jefferson.
Minghini, Carrie Lucretia,	Shanghai,	Berkeley.
Page, Louise Baylous,	Vanclevessville,	Berkeley.
Pendleton, Mary Rickard,	Shepherdstown,	Jefferson.
Reese, Edna F.,	Reese's Mills,	Mineral.
Reinhart, Julia Lane,	Shepherdstown,	Jefferson.
Reinhart, Laura Lee,	Shepherdstown,	Jefferson.
Ronemous, Alberta,	Shepherdstown,	Jefferson.
Schley, Virginia Muzzey,	Shepherdstown,	Jefferson.
Sheetz, Nora Mabel,	Shepherdstown,	Jefferson.
Turner, Ellen Butler,	Shepherdstown,	Jefferson.
Winning, Margaret,	Elk Garden,	Mineral.
GENTLEMEN.		
Barnhart, Samuel Henry,	Shepherdstown,	Jefferson.
Clendening, Frank Flickering,	Middleway,	Jefferson.
Cook, John W. Guy,	Shenandoah Junction,	Jefferson.
Daniels, W. Benton,	Duffields,	Jefferson.
Donley, William Guy,	Moler's,	Jefferson.
Folk, George Billmyer,	Martinsburg,	Berkeley.
Foltz, Charles Roy,	Foltz,	Berkeley.
Grove, George William,	Shenandoah Junction,	Jefferson.
Halleck, Edgar William,	Shepherdstown,	Jefferson.
Heare, Bursey Leonard,	Kirby,	Hampshire.
Hendricks, Gilbert Herr,	Shenandoah Junction,	Jefferson.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
GENTLEMEN.		
Hiedwohl, Isaac Harris,	Halltown,	Jefferson.
Kline, Isador Rayner,	Shepherdstown,	Jefferson.
McDonald, Walter Churchill,	Pleasant Dale,	Hampshire.
McGarry, John,	Shenandoah Junction,	Jefferson.
May, John Dorilas,	Matthias,	Hardy.
Miller, Charles Jacob,	Kearneysville,	Jefferson.
Miller, John Lester,	Sharpsburg (Md.),	Washington.
Myers, Frank,	Snyder's Mills,	Berkeley.
Osbourn, W. Allen,	Duffields,	Jefferson.
Osbourn, Cleon Scott,	Duffields,	Jefferson.
Randall, Boyd,	Martinsburg,	Berkeley.
Reinhart, Harry Lee,	Moler's,	Jefferson.
Snyder, George Tanner,	Shenandoah Junction,	Jefferson.
Whiting, George Wesley,	Martinsburg,	Berkeley.

## CLASS OF 1906.

LADIES.		
Felker, Beulah May,	Shenandoah Junction,	Jefferson.
Field, Eva Fern,	Shepherdstown,	Jefferson.
Jackson, Emily Katharine,	Shepherdstown,	Jefferson.
Knode, Bertha Reynolds,	Moler's,	Jefferson.
Maddex, Katie Florence,	Shepherdstown,	Jefferson.
Marten, Lenora,	Shepherdstown,	Jefferson.
McDonald, Nellie,	Shepherdstown,	Jefferson.
McDonald, Ruby,	Shepherdstown,	Jefferson.
McGarry, Edith Rebecca,	Shenandoah Junction,	Jefferson.
McKeever, Louise Fairfax,	Wardensville,	Hardy.
Myers, Fannie Beale,	Shepherdstown,	Jefferson.
Reinhart, Nettie J.,	Shepherdstown,	Jefferson.
Sanbower, Irene Knott,	Shepherdstown,	Jefferson.
Snyder, Nannie Ruth,	Shenandoah Junction,	Jefferson.
Williams, Nannie Claggett,	Shepherdstown,	Jefferson.

GENTLEMEN.		
Bayre, Harrison,	Jones' Spring,	Berkeley.
Buckles, Forrest,	Halltown,	Jefferson.
Buckles, James William,	Halltown,	Jefferson.
Burnett, Andrew,	Shepherdstown,	Jefferson.
Burnett, James Beatlas,	Shepherdstown,	Jefferson.
Crowell, James Porterfield,	Martinsburg,	Berkeley.
Hammond, William Bate,	Kearneysville,	Jefferson.
Hendricks, Ernest William,	Shenandoah Junction,	Jefferson.
Kremer, Leighton,	Shepherdstown,	Jefferson.
LeMaster, Garnett,	Bedington,	Berkeley.
Lentz, Luther Hualphà,	Shepherdstown,	Jefferson.
McDonald, LeRoy Stuart,	Darkesville,	Berkeley.
McGarry, Earle A.,	Shenandoah Junction,	Jefferson.

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<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
GENTLEMEN.		
McGarry, William Burr,	Bardane,	Jefferson.
Michael, Samuel G.,	Duffields,	Jefferson.
Potts, J. Harry,	Shepherdstown,	Jefferson.
Rush, Julian,	Snyder's Mills,	Berkeley.
Skinner, Wade Hampton,	Moler's,	Jefferson.
Snyder, Henry Moore,	Shenandoah Junction,	Jefferson.
Stanley, Daniel Worth,	Kearneysville,	Jefferson.
Sutton, Ira Mac,	Vanclevessville,	Berkeley.
Vanmeter, William,	Vanclevessville,	Berkeley.



## DEPARTMENT OF MUSIC. •

## INSTRUMENTAL (PIANO.)

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
LADIES.		
Augir, Ethel Marion,	Grafton,	Taylor.
Billmyer, Alice Virginia,	Shepherdstown,	Jefferson.
Coffinberger, Amanda Ruth,	Shepherdstown,	Jefferson.
Engle, Carrie Beatrice,	Bakerton,	Jefferson.
Folk, Bessie Stuart,	Martinsburg,	Berkeley.
Field, Eva Fern,	Shepherdstown,	Jefferson.
Goodwin, Mrs. E. F.,	Shepherdstown,	Jefferson.
Grove, Grace,	Shepherdstown,	Jefferson.
Hartzell, Mary Lockard,	Shepherdstown,	Jefferson.
Hartzell, Rosa,	Shepherdstown,	Jefferson.
Hendricks, Edna Belle,	Shenandoah Junction,	Jefferson.
Hill, Nina Gertrude,	Shepherdstown,	Jefferson.
Hodges, Marie Louise,	Shepherdstown,	Jefferson.
Hoffman, Laura,	Shepherdstown,	Jefferson.
Kearfott, Genevieve,	Kearneysville	Jefferson.
Knodel, Bertha Reynolds,	Moler's,	Jefferson.
Link, Laura,	Duffields,	Jefferson.
Marshall, Maisie,	Shepherdstown,	Jefferson.
Marten, Almira,	Shepherdstown,	Jefferson.
Miller, Laura Titus,	Kearneysville	Jefferson.
Myers, Mrs. Jacob,	Shepherdstown,	Jefferson.
Pendleton, Mary Rickard,	Shepherdstown,	Jefferson.
Reinhart, Julia Lane,	Shepherdstown,	Jefferson.
Reinhart, Laura Lee,	Shepherdstown,	Jefferson.
Skinner, Agnes,	Moler's,	Jefferson.
Snyder, Louise Anna,	Shepherdstown,	Jefferson.
Stump, Agnes Margaret,	Shepherdstown,	Jefferson.
Walter, Ethel,	Kabletown,	Jefferson.
Winning, Margaret,	Elk Garden,	Mineral.
Williams, Nannie Claggett,	Shepherdstown,	Jefferson.

## PIPE ORGAN.

## LADIES.

Marten, Almira,	Shepherdstown,	Jefferson.
Miller, Sallie,	Shepherdstown,	Jefferson.
Woolery, Anna B.,	Bethany,	Brooke.

## VOICE CULTURE.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
LADIES.		
Allstadt, Lutie Mae,	Harper's Ferry,	Jefferson.
Augir, Ethel Marion,	Grafton,	Taylor.
Brotherton, Lizzie,	Shepherdstown,	Jefferson.
Engle, Carrie Beatrice,	Bakerton,	Jefferson.
Hill, Nina Gertrude,	Shepherdstown,	Jefferson.
Hoffman, Laura,	Shepherdstown,	Jefferson.
Reynolds, Lalla Louise,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Neill, W. Gillmore,	Shepherdstown,	Jefferson.
Snyder, Harry L.,	Shepherdstown,	Jefferson.

## MANDOLIN.

## LADIES.

Knode, Laura Lavinia,	Moler's,	Jefferson.
Kline, Isador Rayner,	Shepherdstown,	Jefferson.
McDonald, Walter Churchill,	Pleasant Dale,	Hampshire.

## GUITAR.

## LADY.

Snyder, Nannie Ruth,	Shenandoah Junction,	Jefferson.
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## GENTLEMEN.

Schley, Harrison,	Shepherdstown,	Jefferson.
Triplett, Charles Clay,	Shepherdstown,	Jefferson.

## VIOLIN.

## LADY.

Kelsey, Ella,	Shepherdstown,	Jefferson.
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## TROMBONE.

## GENTLEMAN.

Link, John William,	Bakerton,	Jefferson.
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## CORNET.

## GENTLEMAN.

Rightstine, Matthias Kyne,	Shepherdstown,	Jefferson.
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## DEPARTMENT OF ELOCUTION.

## VOICE TRAINING.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
LADIES.		
Kearfott, Genevieve,	Kearneysville,	Jefferson.
Hoffman, M. May,	Shepherdstown,	Jefferson.
Myers, Fannie Beale,	Shepherdstown,	Jefferson.
Snyder, Louise Anna,	Shepherdstown,	Jefferson.
Tennant, Louise,	Shepherdstown,	Jefferson.
GENTLEMEN.		
Bayre, Harrison,	Jones' Spring,	Berkeley.
Gain, Josiah Wesley,	Glengary,	Berkeley.
Link, John William,	Bakerton,	Jefferson.
Michael, Samuel J.,	Duffields,	Jefferson.

## PHYSICAL CULTURE.

Allstadt, Lutie Mae,	Harper's Ferry,	Jefferson.
Augir, Ethel Marion,	Grafton,	Taylor.
Billmyer, Alice Virginia,	Shepherdstown,	Jefferson.
Dunaway, Virginia Cleveland,	Leetown,	Jefferson.
Felker, Beulah May,	Shenandoah Junction,	Jefferson.
Grove, Elva,	Martinsburg,	Berkeley.
Hartzell, Mary Lockard,	Shepherdstown,	Jefferson.
Hartzell, Rosa,	Shepherdstown,	Jefferson.
Hill, Nina Gertrude,	Shepherdstown,	Jefferson.
Knode, Ada May,	Moler's,	Jefferson.
Knode, Bertha Reynolds,	Moler's,	Jefferson.
Knott, Grace Parrene,	Moler's,	Jefferson.
Lentz, Ruth Lenore,	Shepherdstown,	Jefferson.
McDonald, Nellie,	Shepherdstown,	Jefferson.
McDonald, Ruby,	Shepherdstown,	Jefferson.
McGarry, Edith Rebecca,	Shenandoah Junction,	Jefferson.
McKeever, Louise Fairfax,	Wardensville,	Hardy.
Pendleton, Mary Rickard,	Shepherdstown,	Jefferson.
Reese, Edna F.,	Reese's Mills,	Mineral.
Snyder, Sada Elizabeth,	Shenandoah Junction,	Jefferson.
Walter, Ethel,	Kabletown,	Jefferson.







